

**THE DESIGN OF AN INSTRUCTIONAL UNIT AND LESSON INTENDED TO  
FLIP THE R2L CLASS TO ENGAGE TENTH-GRADERS IN ORAL EXPOSITION  
TEXTS**

**SYLLABUS DESIGN**

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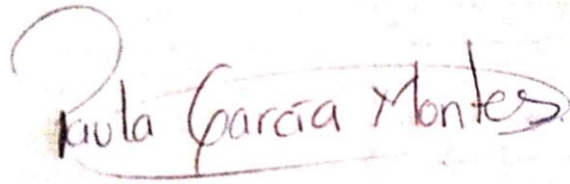
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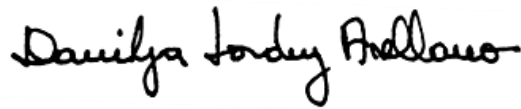
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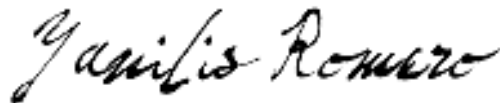
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## ABSTRACT

Reading to learn is an instructional approach that leads students from aided to independent creation of meaning in reading and writing, it follows a cycle with a set of strategies guiding students to independent construction of a specific text-genre. Nevertheless, few studies have designed instructional units and lessons for the use of R2L to promote learners' oral production, most specifically of oral exposition texts. Neither has it been researched yet the use of this methodology along with mediation tools in the EFL class. Therefore, this qualitative study is intended to describe the main characteristics an instructional unit and lesson based on R2L and flipped learning should contain to develop tenth-graders' capacity to produce oral exposition discourses in an EFL class. As well as to identify the main adaptations EFL teachers should consider when integrating R2L and FL for developing students' capacity to produce exposition oral genres. Previous to the unit design, a diagnostic lesson was conducted on tenth-graders in a public school from the rural side of Montería, Colombia. Throughout the intervention oral production tasks, audio recordings, observations, and document analysis were used to collect data for the present design. This study sheds light on the existing gap of knowledge about the design and implementation of R2L and Flipped instruction to prompt the participation of oral exposition texts in tenth-graders.

**Keywords:** *Unit and Lesson design, Reading to Learn, Genre-based pedagogy, Flipped instruction, Oral exposition texts.*

## RESUMEN

Leer para aprender (R2L) es un enfoque instructivo que, siguiendo un ciclo con un conjunto de estrategias pedagógicas, lleva a los estudiantes de la ayuda a la creación independiente de significado en la lectura y la escritura, así como a la construcción independiente de géneros textuales específicos. Sin embargo, pocos estudios han diseñado unidades y lecciones instructivas para el uso de R2L enfocados a la producción oral de los estudiantes, específicamente de textos orales argumentativos. Además, la investigación del uso de esta metodología junto a herramientas de mediación tecnológica es casi nula en el campo de la enseñanza del inglés como lengua extranjera. Por eso, este estudio cualitativo pretende describir las principales características que deben contener una unidad y lección instructiva basadas en R2L y el modelo de aula invertida, enfocadas en capacitar a alumnos de décimo grado para la producción de discursos argumentativos. El presente estudio también busca identificar las principales adaptaciones que los docentes deben considerar al momento de integrar R2L y herramientas tecnológicas en el aula de inglés como lengua extranjera, enfocados a la producción del género textual argumentativo. Antes del diseño de la unidad, una clase diagnóstica permitió identificar un bajo nivel de producción oral en alumnos de décimo grado en una escuela rural pública de Montería. Durante la intervención, tareas de producción oral, grabaciones de audio, observaciones y análisis de documentos permitieron recopilar información para el presente diseño. Este estudio permitirá esclarecer la brecha existente en la literatura concerniente al diseño e implementación de R2L y aula invertida para impulsar la participación alumnos de décimo grado en discursos argumentativos.



## **1. INTRODUCTION**

During the last decades, the development of literacy in non-literate communities seems to have increased exponentially due to the fact that governments in several countries have intended to reduce the unliterary gaps (UNESCO, 2018). In ELT, some programs and projects have been developed all over the globe in order to improve the teaching of English as a second language for aboriginal or non-English speaking communities. One of the most relevant ELT literacy programs developed in the last decade is Reading to Learn (R2L). This approach is defined by Rose (2008) as a literacy development model that follows a set of strategies aimed at enabling learners to read and write successfully at a grade level in the curricular areas. The methodology of this program follows a cycle that leads students from supporting instruction to eventual independent creation of a specific text genre. Therefore, learners are able to create texts after having been prepared for the language demands during the process. In addition, R2L has proven to be beneficial since it has shown to close the literacy gap existing amongst less advantaged students as well as boosting performance in advanced learners.

In this fashion, several theorists just like Acevedo (2009/2010); Rose & Martin (2012, 2013); Damayanti (2017); Blecua & Sánchez (2017); Becerra et al. (2019); and Herazo et al. (2019) concluded that after developing classes using the R2L methodology, students displayed improvements in literacy and the execution of their target language skills. Furthermore, Blecua & Sánchez (2017) found that those students who were formerly left behind by the pace other students worked, were no longer in that situation but they

were engaged and participating in the activities. Moreover, an adaptation of the R2L cycle was carried out by Herazo et al. (2019) to focus on oral interaction rather than on reading and writing.

However, few studies have delved into the design of instructional units and lessons employing R2L along with technological tools to enable learners to generate oral interaction in the EFL class; to our knowledge, only one study by Herazo (2012) proposed the design of a unit implementing a genre-based approach to promote oral communication in the Colombian English classroom. As in the case of most Colombian public institutions, in language lessons, learners are often engaged in non-purposeful oral activities. They seem to memorize and repeat dialogues for participating in speaking exercises in their EFL class. Moreover, some institutions appear to lack the essential resources and strategies to involve students in authentic production activities in the second language (Cortés & Rubiano, 2014). Most activities yield pre-arranged dialogs in which the speaker sees themselves regurgitating what has already been instructed and written on paper. Besides, it can be concluded that despite living in the technological era, studies have little delved into the possible advantages the use of technological aids may provide when delivering instruction through the R2L methodology implementation.

The purpose of this pedagogical design is to describe the main characteristics an instructional unit and lesson based on R2L and flipped learning (FL) should contain in order to develop tenth-graders' capacity to produce oral exposition discourses in an EFL class. The study also seeks to identify the main adaptations EFL teachers should consider when integrating R2L and FL for developing students' capacity to produce exposition oral genres. This literature will be advantageous to obtain new data about the use of R2L

focused on developing oral exposition texts so that a gap of theory on this aspect of the methodology could be supported with the new inquiry and unit design. It will also be helpful to sponsor the use of the R2L methodology adaptation to promote oral interaction along with mediation tools to deliver instructions in the EFL class. To this end, this research answered the question a) What are the characteristics of an instructional Unit based on R2L and FL to develop tenth-graders' oral production of exposition text? b) What adaptations are needed for integrating R2L and Flipped instruction in an instructional unit and lesson intended to develop students' oral skills during exposition discourses in the existing syllabus?

In chapter 2, the theoretical framework explores key concepts such as Oral production, Exposition texts, Reading to Learn (including an adaptation of the cycle to promote oral production), and Flipped Instruction. This chapter also describes the pertinent literature and authors concerning the topic of this inquiry. Chapter 3 presents the methodology including the type of research and the data collection techniques, as well as the participants selected to carry out this inquiry. Chapter 4 presents the results of the study based on the data collected. Chapter 5 discusses the theoretical implications of the research findings, and Chapter 6 concludes the study.



## **2. THEORETICAL FRAMEWORK**

This chapter presents the most important theories supporting this research. Concepts about Oral production, Exposition texts, Reading to Learn, and Flipped instruction are used to expose the groundwork theories used throughout this inquiry.

### **2.1. Conceptual Framework**

#### **2.1.1. Oral production**

Chastain (1998, p. 330) suggested that “speaking is a productive skill and it involves many components; it is more than making the right sounds, choosing the right words or getting the constructions grammatically correct”. In that line, Byrne (1991) said, “oral production tasks involve the productive skill of speaking and the receptive skill of understanding, it means that learners have to be taught to speak as well as to listen”. Moreover, Anne Burns (2009, p. 233) proposed that “spoken interaction is driven by two major types of motivation: transactional or pragmatic interaction, and interactional or interpersonal interaction”. Brown et al. (2001) defined “the transactional aspect as the transfer of information, and the interactional as the key element for maintaining social relationships”. In this sense, it is possible to establish their main difference as the interactions taking place in long speaking turns, uninterruptedly, as in a monologue (transactional); and the interactions taking place in short speaking turns, in which several speakers can interact, as in a dialogue (interpersonal) (Nunan, 1993).

Speaking makes part of the *interaction skills*, which according to Castillo & Yanive (2007) “involve making decisions about communication”. This means that the speaker needs to take into account what, how, and when to say things according to the purpose of

their speech, and their objective with the audience. This will determine how successful our interlocution can be when addressing to the receptors. Moreover, it is key to identify the type of speaking turns when talking, making a distinction between a “short speaking turn” and a “long speaking turn”. The former is the most common, the wording and the subject matter tend to be worked out unpremeditated as the speaking occurs; the latter tends to be more prepared, elaborated, or premeditated (Brown et al., 1983).

### **2.1.2. *Exposition texts***

Barwick (1998, p.75) exposed that the objective of an exposition is to “persuade a reader or listener by presenting one side of an argument by taking a point of view and justifying it, the aim is to convince others to see only that side of the issue.” In this order of ideas, exposition texts aim at convincing the receptors (audience) of the message transmitted about the point of view of the author or reasons, through contradictions and conflicts. Besides, persuasion focuses on narrowing the divergences between acceptance and action regarding the point of view the author expects the audience to be persuaded of. Therefore, analyzing, interpreting, and evaluating the atmosphere and the context where the discussion will be addressed is essential for the author to get successful results.

In addition, Eggenschwiler & Biggs (2011, p. 150) asserted that when presenting information (whether written or spoken), it is necessary to consider the organization, clarity and logical consistency in sentences and paragraphs, so that the “reader can understand what a writer wants to say”. It means that the logical order in the exposition provides the author credibility, reliability, and mastery of the perspective discussed, elevating the possibilities of persuading the audience. Such schematic order starts with the proposition of a strong statement of position and deciding on what types of arguments will be used to keep

the audience/readers' attention. Then, in the argument stage, the author provides the support of the position and its justification: beginning with background information, and adding supporting facts that include expert evidence and statistics, organizing them in carefully structured paragraphs with the main ideas of the argument (most of the time presented from the weakest argument to the strongest one). Finally, it is necessary to reinforce the statement of position making emphasis on the main ideas of the argument, not for being intuitive or emotional, but for being justified with evidence.

In the following table, the main characteristics, schematic structure, and lexicogrammatical features of exposition texts are illustrated:

**Table 1.**

*Characteristics and schematic structure of Exposition Texts.*

EXPOSITION TEXTS		
<b>PURPOSE</b>	To argue or persuade an audience for or against a point of view, developing ideas with supporting details to present a logical argument.	
<b>SCHEMATIC STRUCTURE</b>	<b>Introduction</b>	Introducing the topic or stating the main issue and indicating the writer's positive (for) or negative (against) position towards it. It contains the thesis statement following an outline to further exposition of the arguments.
	<b>Supporting arguments</b>	Explaining the opinions or perspectives regarding the problem in a logical and coherent sequence, including evidence and providing a leading recommendation. Each argument has to be elaborated and explained in detail adding justification of position and recommendation.
	<b>Conclusion</b>	Restating the writer's position helping the reader to think about the arguments stated. It involves the reinforcement of opinions and recommendations.
<b>LEXICO-GRAMMATICAL FEATURES</b>	<ul style="list-style-type: none"> <li>▪ Language of opinion, sequence, modality, cause/effect</li> <li>▪ Evaluative language</li> <li>▪ Action verbs, relating verbs, thinking verbs and modal verbs</li> <li>▪ Passive voice</li> <li>▪ Simple present and past tense</li> <li>▪ Conjunctions and connectives</li> </ul>	

### 2.1.3. *Reading to learn*

Reading to learn (R2L) is a new version of the Genre-based pedagogy (GBP) developed during the last thirty years. GBP is derived from the theoretical work of Michael Halliday (1979) which is known as Systemic Functional Linguistics (SFL). GBP focuses on specific textual genres with particular structures aiming at accomplishing a communicative purpose. This approach also seeks to identify the social implications of genres and particular language features of texts to develop literacy in specific cultural contexts.

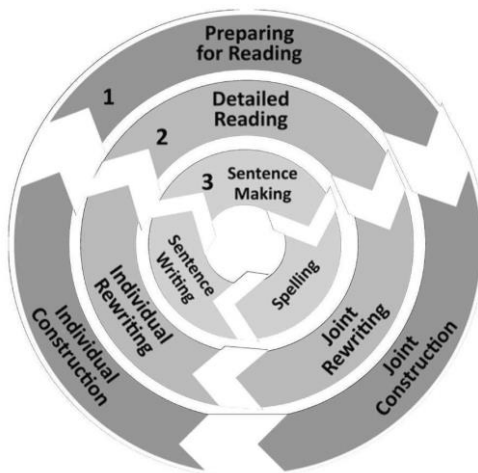
Herazo (2012, p. 112-114) described the GBA cycle as "a text-based instructional sequence that leads learners from joint to independent creation of meaning" (Burns, 2010; Callaghan & Rothery, 1988). It includes three main stages: *Deconstruction*, *Joint Construction*, and *Independent Construction* (Rothery, 1996)". GBP is the gate that eventually helped developing R2L hence the similarity that they have, with the difference that GBP is more focused on the writing skill whereas R2L aims at enhancing reading as well as writing.

R2L aims for learners to go through guided instruction to independent production. R2L uses a cycle that enables students to be supported by teachers individually and in detail, as a consequence, they "democratize the classroom", which means, making the content and instructions accessible to everyone (narrowing the literacy gap) (Rose 2005). Liu Yi (2013) asserts that Reading to learn is designed to provide support following three levels: the level of guidance, or the outer circle, includes three stages: *Preparing for reading*, *Joint Construction*, and *Individual Construction*. The second level includes *Detailed reading*, *Joint Rewriting*, and *Individual Rewriting*. The third level or the inner

circle includes *Sentence Making*, *Spelling*, and *Sentence Writing* (Ann-Christin Lövestedt & David Rose, 2010; Rose & Acevedo, 2017. p. 11- 12; Rose & Martin 2012).

**Figure 1.**

*R2L cycle from Rose, D., & Martin, J. R. (2012).*



In this line of thought, the first level: *Preparing for reading*, prepares learners to read, providing them with strategies to meet the demands of the text. The teacher provides students with an oral summary of the text so students can recognize how the text unfolds and how it is organized (Rose, 2009. p.8). This stage also helps students to work with texts beyond their reading skills. This summary of the text offers learners a chance to reduce the cognitive load. For the *Joint Construction*, the teacher presents a text to students, be it on a photocopy or as a projection. The phases and stages of the text are identified and labeled on the projection and on students' photocopies. Then, the same phases and patterns of the text are followed so students and teachers jointly write a new text. For the *Individual Construction* learners practice individually writing a text resembling the model making use

of the content and ideas obtained as a result of teacher's support (Rose & Acevedo, 2017. p. 11- 12; Rose, 2009. p.8).

During the second level or the middle circle, students and teachers engage in *Detailed Reading*. Here, a portion of the text is selected and analyzed in depth. The teacher approaches each sentence and helps students to feel at ease by briefly telling learners what it is about and reading aloud as they follow. Each fragment of information in the text is identified and labeled on students' notebooks and on the teacher's whiteboard. The teacher prompts students' participation by asking questions and asking them to utter the words and to take notes. Then, students highlight the words in the text, and the meaning of words is discussed. This discussion may take the form of interpretation, definition, or explanation of words. During *Joint Construction* students and the teacher write a new text using notes they took in the previous stage. The teacher uses leading questions to assist students to identify the meaning of information in the notes and to consider how they can be rephrased. In this stage, students are presented with the schematic structure of the given genre and follow the same structure as in the initial text. The teacher guides students to come one by one to the whiteboard to start writing following the given structure. When students and the teacher are done writing, they may label each section again to serve as a framework for independent writing. In the *Individual Rewriting* students are required to rewrite the text that has been jointly constructed. Students make use of the notes taken from factual texts and stories, arguments, or text responses, and they can use the models to rewrite one using their own content.

The third level is slightly more intense than the previous and provides more support for learners and aims at developing understanding, writing, spelling, and grammar skills.

Sentences are selected from the detailed passage and pasted on cardboard so students can cut them and manipulate them in an activity consisting of making sentences, *Sentence making*. Words from such sentences are used to practice *Spelling*. Students cut them and rearrange them to form words. Once Learners can spell correctly, these words are used to create sentences in an activity consisting of *Sentence Writing* (Acevedo & Rose, 2006).

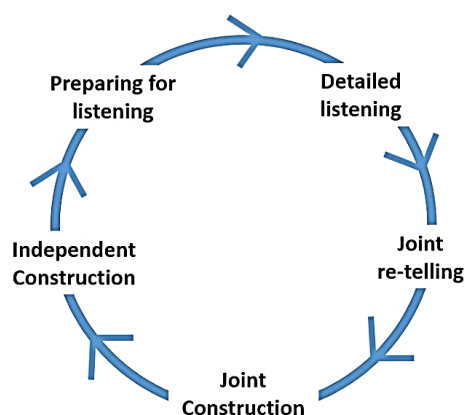
Moreover, it is worth highlighting that, since the R2L program is divided according to the academic level of learners, the functions of the pedagogic activities, the types of text used to develop the process, and strategies of the program change depending on the necessities of the learners and the objectives to reach. At the high school level, the main purposes of most pedagogical activities are focused on students' efficient practicing of technical reading and writing and the construction of knowledge through several content subjects of the school's curriculum. This pedagogical approach empowers students to constantly practice the examination, create meaning, and interpret language; such forms will be attained implicitly through reading and writing practice at home (Acevedo & Rose, 2007).

#### ***2.1.4. Using a R2L cycle adaptation to promote oral production***

In 2019, Herazo et al., created an adaptation of the R2L cycle proposed by Rose, D. in 2012 in his book "R2L closing the gap". In this adaptation, the process is mainly focused on oral production rather than writing production. Therefore, it goes from *Preparing for listening* all the way through, until an *Independent construction* of a speech related to the type of text learners are working with.

**Figure 2.**

*Using R2L to enhance learners' oral skills from Herazo, J. D., Becerra, T., & García, P. (2019, July).*



First, in the *Preparing for listening* stage, students are provided with a schematic structure or recount regarding the content of the text in order for them to be prepared for the demands of the text. Second, in the *Detailed listening*, students and the teacher divide the listening into small parts so as grasp the ideas of the listening and to analyze its lexico-grammatical structure. Teachers may provide a sheet with the script of the listening or a projection where notes can be taken and important information can be labeled. The teacher prompts students by asking questions hoping for them to utter words and to look for important information. Third, during the *Joint re-telling*, students and the teacher together work to retell the original text. They make use of the notes and the labeling to do carry it out successfully. During *Joint construction* students along with the teacher create a new oral text using the notes taken. Through questions, teacher supports students to recognize meaning in the notes and to deliberate as to how they can be expressed using their own words. Having presented students the schematic structure of the text, the teacher



encourages students to converse and to participate in the creation of the new oral text, resembling one of the same genre. In the last stage, the *independent construction*, learners create a new oral text of the same genre. Here they use graphics, notes, charts, and some other strategies to plan their oral recount; such strategies are used to avoid students memorizing lines.

The application of this adaptation along with flipped instruction strategies will serve to motivate students to speak and participate in more realistic oral activities in the classroom.

#### **2.1.5. *Flipped instruction***

The flipped classroom is a teaching method aiming at students to assume a more active role in their learning process than they have in traditional education. It consists of learners studying the theoretical concepts by their own through various tools and strategies provided by the teacher, mainly videos or podcasts, while class time is used to solve doubts related to the material provided, practice and open discussion forums on controversial issues related to the content studied (Berenguer-Albaladejo, 2016). The flipped instruction approach changes the order of development of skills established on Bloom's taxonomy related to cognitive processes, starting from creating all the way down to remembering. In other words, it proposes students to receive and practice lessons, content, and material at home with access to it anytime, anywhere. Later, students come to class to participate in activities, interact, and debate about the content received online, with supporting technology in the classroom and the teacher's guidance.

Therefore, it promotes student-centered classes, being the learners responsible for their meaningful learning process through the creation of content and knowledge, taking

advantage of the time due in the classroom, and free time outside of it. Besides that, collaborative learning and motivation during the process promote students' active participation in the development of the classes, arranging for numerous chances of showing information from different perspectives using technology during classroom interactions, which is part of the flipped classroom model's general-purpose (Baker, 2000).

Hence, flipped learning aims at allowing learners to find easy to develop course materials available through technological aids, increasing the time addressed to create activities in the classroom that consolidate concepts and increase student's withholding of knowledge. In addition, students' awareness of their learning process turns higher than they do in settings with traditional education. Therefore, it supplies more space to reflect on their learning process, so that they can identify their strengths and weaknesses on the course content (Tucker, 2012; Millard E., 2012; Enfield J., 2013; Roehl, A., Reddy, S. L., & Shannon, G. J., 2013).

Flipped learning classrooms are divided into several types; each type can be used in specific situations so as to improve the educational processes involved. Each type provides teachers and learners with different strategies and modalities of developing the class using technology depending on the interests and necessities students and teachers have. Some of the most relevant types of learning in this model are Traditional/Standard flipped Learning classroom, Micro Flipped Classroom, Discussion-Oriented Flipped Classroom, Demonstration-Based Flipped Classroom, Faux-flipped Learning classroom, Group-Based Flipped Learning Classroom, Virtual Flipped Classroom, and Double-flipped classroom. This study intends to integrate three different types of flipped learning classroom models with the R2L methodology: the traditional/standard flipped learning, the faux flipped

learning, and the group-based flipped learning classrooms. First, the traditional flipped learning classroom, according to Berenguer (2016) involves students revising by themselves the theoretical concepts provided by the teacher, being assigned the homework of watching video lectures and reading, or any materials. During class time, students will solve doubts, carry out relevant practices and activities related to the content provided, and studied. Second, Thakare (2018) explained that the faux-flipped learning classroom aims at replacing the homework with instructional lecture-videos and other resources to analyze content previous to class. In class, learners are allowed to review materials at their own pace, with the teacher moving from student to student offering individual guidance and support they may need. And third, Thakare (2018) also described that group-based flipped learning classroom focuses on collective learning and class collaboration. After the students have studied the material provided, they work together on assignments during classroom time. The students learn by explaining concepts to each other, which improves retention. To elaborate, it all parts from an individual comprehension that is later joint to collaboration to enhance such knowledge since students may feel more at ease explaining or sharing with peers, a more significant process may be carried out.

## **2.2. Literature Review**

Various researches have aimed at analyzing primary and secondary school students' progress of understanding when reading and writing in the target language, as well as identifying the advantages and proving the efficacy of the R2L methodology. Yet, few of them have included the development of oral production as their focus of research.

Studies carried out in several countries all over the globe during the last decade by theorists such as Acevedo, C. (2009); Rose & Martin (2012); Damayanti, I. L. (2017); Bledua &

Sánchez (2017); Becerra, T. et al. (2019); and Herazo, J. D. et al. (2019), concluded that after developing classes using the R2L methodology, students displayed improvements in literacy and the execution of their target language skills. First, learners' ability to understand different types of texts increased in a remarkable percentage, as well as their performance of reading and writing skills in texts like narratives, storytelling, explanation texts, and so forth. Consequently, students gained awareness of the genre of the text analyzing it from a linguistic perspective. Second, students acquired strategies according to text genres they could apply in other school content subjects, which increased their literacy outcomes achievement at the end of the school year. Third, students' improvement was not only reflected on their literacy, but also their learning outcomes independently from the context they were being taught or the text genre they would aim at creating. In addition, in the case of Herazo et al.'s study who used an adaptation of the R2L cycle to promote oral production, learners showed noticeable progress in their oral skills; demonstrating the effectiveness of the cycle adaptation.

Blecua & Sanchez (2017) also found, in their study on the changes of a bilingual secondary school after the implementation of Reading to Learn, (R2L) that those students who were formerly left behind by the pace other students worked, were no longer in that situation but they were engaged and participating in the activities. Furthermore, inclusion took place, and those disadvantaged students who used to remain silent and reluctant to participate increased their engagement thanks to the shift in the teaching practice. Similarly, Acevedo (2009) revealed that the achievement gap existing amongst first-generation students in an upper secondary school in Sweden was reduced after the implementation of R2L. Additionally, it was noted that the closing gap and the increase in students'

motivation and engagement helped to enhance disadvantaged students' opportunities to achieve higher education.

On the other hand, Acevedo (2009) also found that teachers were able to use the strategies in R2L to work with more intensity in texts of a higher level with the whole class. Thus, not only disadvantaged students were receiving help, but also advantaged students were accelerating their learning. R2L helped in creating an atmosphere where social relationships in class equalized. Teachers increased their empathy for struggling students while meeting the whole class needs.

Therefore, research so far has proved that the implementation of reading to learn has a great significance in reducing the literacy gap existent among more advantaged students and those less advantaged. The same has been evidenced when flipping the classroom, there has been noted the growth in students' productivity and development of second language skills (Roehl, A. et al., 2013). However, the use of R2L to promote oral production is a field that has not been researched as much as it should. Furthermore, little has been researched concerning the applicability of the reading to learn program incorporating features of flipped instruction aiming at speaking skill development. Such a situation is the driving force for this research. Further studies intending to explore more about this field may want to consider the decision of deepening in the development of oral production when using these methodologies, as well as integrating the use of technological aids when developing the EFL classes, taking into consideration the huge impact 21st-century skills produce in the educational process.

### 3. METHODOLOGY

In the following chapter, the main characteristics regarding the type of research, context and participants, research questions, and elicitation procedures will be shown in order to provide detailed aspects of the methodology developed in this study.

#### 3.1. Type of Research

This study corresponds to a pedagogical design intended to describe the main characteristics an instructional unit and lesson based on R2L and flipped learning (FL) should contain to develop tenth-graders' capacity to produce oral exposition discourses in an EFL class. It also seeks to identify the main adaptations EFL teachers should consider when integrating R2L and FL for developing students' capacity to produce exposition oral genres. Before providing details on the design, the concept of a syllabus constitutes a relevant component for the unit and lesson we planned. A syllabus design according to Yalden (1984) is an instrument by which the designer enables the teacher to successfully help students meet the desired goals. Additionally, it permits teachers to hover over the social and individual needs students may display during the instruction. That is to say, syllabus design works as a framework that facilitates teaching and consequently, learning (Widdowson, 1984, p. 26). Syllabus Design contains a series of instructions for classes to be carried out in an organized and thorough way in which the focus of attention continues to be the students and their needs. The syllabus differs from the curriculum in that the latter contains many more elements whereas a syllabus contains what is going to be taught and how it is going to be taught. Consequently, for the design of the instructional unit and lesson of this study, it has been decided to use the bases of *a text-based syllabus* where

students are presented with a ‘visible pedagogy’ (Bernstein 1900. p.73) in which a more structured instruction is provided to students so they are able to approach activities, related to a contextualized text genre, with a better understanding of what is expected from them in terms of learning. This type of syllabus is organized around texts in which the text is the medium of instruction and the mean through students will demonstrate their learning products as well. It is, therefore, planned so students understand how language works rather than how language is learned.

Moreover, different from “natural approaches” text-based syllabus permits the teacher to be part of the learning process, gain space to support students, and be involved in a sort of negotiation where teachers scaffold students until they are skilled enough to perform any activity on their own. This syllabus provides a clear framework with phases, stages and strategies for students to mix elements of texts at any given context.

### **3.2. Research Questions**

For this research to be carried out, a set of questions acting as the driving force are proposed. These questions go as it follows:

- What are the characteristics of an instructional Unit based on R2L and FL to develop tenth-graders’ oral production of exposition text?
- What adaptations are needed for integrating R2L and Flipped instruction in an instructional unit and lesson intended to develop students’ oral skills during exposition discourses in the existing syllabus?

### **3.3. Context and Participants**

The following research has been thought to be implemented in a public school of a northern rural city of Montería, Córdoba in Colombia. Following the Colombian laws that

regulate education, this school is divided into the levels of pre-school, primary, and secondary school levels. This school is currently working under the project *Colombia Bilingüe* in which teachers are guided by an English Suggested Curriculum (corresponding to the existing curricula) that deals with different modules for the different grades. According to the needs a rural school may encounter from discrepancies regarding the differences in teaching styles from the cities to the towns, this project has been adapted to suit the learner's needs depending on their level of performance, which will be presented and discussed in further chapters.

The participants of this study were a class of approximately 20 students from tenth grade with ages ranging from 14 to 19 years, and the Secondary English teacher. The sample chosen for the study diagnostic language assessment class was 7 students. The implementation of ICTs in this school is challenging due to the fact that the school lacks enough resources to suit all the needs of the different subjects and teachers in the school. The school generally relies on the efforts the teacher can bring to the classroom in order to teach language. Currently, the school does not have the participation of any fellow from any organization whatsoever to support teachers in the English teaching process.

Moreover, many students from the school come from low-income homes where the parents base their economy on agriculture or on informal jobs they may find. In addition to the scarcity of resources in the institution, the lack of resources from students' homes has an important factor in learners' level of English literacy. Furthermore, learners' English level of proficiency is low and comes to be an impediment for them to successfully complete complex activities. Besides, the low level of proficiency -which becomes



disruption-, appears to have some sort of incidence at the moment of completing tasks for which the accompaniment process results imperative.

Students' English level is relatively low in comparison to what the English Suggested Curriculum and the Standards suggest for their current level of instruction, that's why we considered necessary to implement certain adaptations regarding some guidelines and performance indicators according to learners needs. Another reason to include some adaptations from the existing curricula is that the main literature contains aspects of varying text genres, and since the focus of this study is the production of oral exposition texts, it resulted essential to lead the theory and curricula analyzed towards the development of the exposition genre only. All in all, so that they can easily grasp meaning related to the genre they will work with properly and constantly guided.

### **3.4. Data collection techniques**

In order to carry out this research, we decided to apply a diagnostic lesson that served to evidence learners' actual foreign language level of proficiency and the capacity students had of orally expressing their opinion regarding a topic of common interest. Brummitt-Yale (2017) defined a diagnostic lesson as an activity carried out with learners in which diagnostic assessment is applied to identify students' individual strengths, difficulties, knowledge, and skills prior to instruction. Then, this type of pre-assessment allows a teacher to define further activities to guide lesson and curriculum planning based on the data collected. Following the implementation of the diagnostic lesson, an ethnographic narrative helped to capture the most important moments of interaction during the lesson which led to the collection of transcripts of such moments where interaction took place and students displayed the use of language to express their opinion. The diagnostic

class involved oral tasks where students had to give their opinion about a video watched in class regarding the use of plastic. Students then had to make use of their oral communicative resources gained from teacher's support to give their personal point of view in respect of the use of plastic. This data collection technique helped gather evidence of students' actual oral skills. These production tasks are explained as "devices that provide learners with the data they need for learning; the design of a task is seen as potentially determining the kind of language use and opportunities for learning that arise" (Ellis, 2000, p. 3).

In addition, audio recordings and videotapes provide essential information since these are tools that allow the researcher to gather *naturally occurring data* (Jewitt, 2012, p. 2). These techniques help researchers obtain specific information that would not otherwise be detected if it were not recorded, preventing the researcher from falling in subjectivity. Through videos, the researcher may capture important reactions as relevant comments or emotions that may help answer the questions proposed (Jewitt, 2012, p.2). Moreover, they may be useful to get data that can be checked several times asynchronously after students' performance. In this study, such techniques enabled researchers to holistically capture the ongoing reactions, progress, use of language, and final products of students in the group during the development of the diagnostic lesson.

The diagnostic lesson was observed and helped the researchers get closer to the subject under study, by providing information about the real-world situations taking place in the context (Kalluwich, 2012). They were useful to gather data related to the considerations when designing an instructional R2L and FL unit and lesson for tenth-graders, and they were useful for examining students' oral interaction and performance

during exposition texts and identify which elements needed to be included in the unit and lesson to support students' oral development for future lessons.

Document analysis is a system that helps to evaluate documents or reviews, such documents can be physical or electronic. Like any other method, documental analysis needs data to be examined as to create meaning and gain understanding (Corbin & Strauss, 2008). Documents contain text that was recorded without intervention from the researches since a document is a "social fact" that is produced and shared socially (Atkinson & Coffey 1997. p 47). In that sense, for this study, we, under the definition of a document as a fact concerning human interaction, decided to use some of the documents that this process so far has rendered. Such documents included the English Suggested Curriculum by the MEN from which we pointed out the students' expected level of performance related to tenth-graders' statement of opinions, and supporting arguments, and more (p. 74-81) following the specific text genre proposed for this study. The ethnographic narrative obtained at the beginning with the diagnostic lesson in which the researchers annotated all the events that took place during the lesson, student-teacher interaction, support and student to student communication, and the individual capability from students to use of language, more specifically exposition text to state their opinion. From this lesson, the observation of it, and the interaction we were able to obtain transcripts that worked as documents and served to look for those few situations that were relevant data for the study, including data ranging from students expressing opinions from students making use of persuasive language features. We also analyzed documents such as scientific articles or papers to analyze the principles from the approaches of R2L and FL that characterized and fully explained how the pedagogies work for teaching literacy through texts. The principles were also analyzed

and collected from investigations conducted both nationally and internationally on the instructional design (R2L and FL).

### **3.5. Data Analysis**

Since this study involved the document analysis of two types of texts: students' oral exposition text transcripts, and literature grounding the R2L methodology and FL theories; a process of qualitative coding was implemented to analyze and codify the main principles, requirements, foundations for our design. Gibbs (2007, p.38) defined coding as the way we analyze data by identifying and recording passages of text or other types of information that at some point, illustrate or are linked with the same theoretical or descriptive ideas. It means that text including data can be gathered according to the same index or categories so as to establish a contextual background of common ideas.

Coding in this study consisted of retrieving all the text coded with the same label to combine passages or pieces of texts belonging to the same phenomenon. For instance, for the case of the literature related to R2L and FL theories, a concept-driven coding (Ritchie et al, 2003) was implemented to categorize the concepts and principles as a collection of codes that might be relevant and included in the unit and lesson design, building up a list of key thematic ideas related to these document theories.

For the case of the diagnostic lesson, we codify the recording, transcripts of 7 students' oral production tasks which were analyzed to identify their initial oral exposition texts knowledge and proficiency, as well as to recognize the key aspect in the progress of their oral discourse composition in terms of a strong statement of position (thesis statement and outline), the linguistic resources used in the texts, and the accurate schematic organization of them. For the analysis of students' initial transcripts of oral exposition

text, we used a Rubric adapted from (Rose & Martin 2009), which used both quantitative and qualitative feedback for evaluating students' oral products. (APPENDIX A)

As the final point, it is worth mentioning that the coding process of literature in this study followed a computer-based approach, which means that the analysis was developed with electronic assistance to categorize the interpretations of literature. We used Google Drive to point out the categories related to R2L (including GBP and SFL literature) and FL theories' grounding principles that might be useful in the pedagogical design.

## 4. FINDINGS

This chapter describes the results obtained from data collected regarding the questions to be answered in this study. It is divided into three sections with information including the preliminary results of the *diagnostic lesson and oral production task* applied to tenth-graders, *R2L and FL unit design*, and *R2L lesson plan* for oral exposition texts with adapted stages. This qualitative study mainly aimed at designing an instructional unit and lesson based on R2L and flipped learning by pointed out to the main features they should contain according to the corresponding needs identified students, theories, principles to promote tenth-graders' capacity to produce oral exposition discourses in an EFL class.

### 4.1. Identifying Learners' Actual Level of Performance

A diagnostic lesson assessment revealed students' deficiencies to produce oral exposition texts. The diagnostic lesson consisted of a set of activities in which students displayed their capacity of justifying their opinions/position about a topic. In this lesson, several strategies such as the use of technological aids, group-work, and dynamic activities, were implemented to get as much data as possible from learners' performance of a production task. The task required students to provide their opinions about the use of plastic bags and give arguments to support their points of view. This lesson was observed, and audio-recorded portraying useful data of learners' oral production of exposition genres.

(APPENDIX B)

In the first instance, analysis of the data obtained from the oral production task revealed students' inability to express their opinions on a topic. Data demonstrated that students could not provide supporting arguments to defend their position during the task.

Transcript 1 below, provides an example of students' answers to their opinions about their position regarding the use of plastic bags:

**Transcript 1.**

*Student 1 final task.*

- 1 T Manuel, what do you think about the use of plastic? Do you agree?  
Plastic bags! Do you agree or disagree?
- 2 S ((The student makes a gesture of disagreement))
- 3 T Disagree? Why?
- 4 S *Porque contaminan los mares.*
- 5 T *Porque contaminan los mares. ¿Tú usas bolsas plásticas?* ((the teacher repeats the question))
- 6 S ((the student nods to say yes))
- 7 T *¿Si? A ver, entonces estás en desacuerdo con el uso de bolsas plásticas pero las usas...*
- 8 S ((Student laughs and nods to say yes))
- 9 T So?

It is clear that this student was not able to provide a coherent argument for his position about the topic. Starting from student's attitude about orally answering the question asked by the teacher: instead of saying words for his answer, the student sorted to use gestures to express disagreement, as well as providing one only reasons without evidence to support it. Thus, it displayed a student's lack of confidence when orally expressing his position.

Second, students' performance also demonstrated their little knowledge about the use of the schematic structure of a text genre, particularly, the structure of the oral exposition text. Transcripts 2 and 3 below, provide examples of learners' needs of language choices and genre knowledge about the phases and steps for presenting their arguments and expressing their ideas:

## Transcript 2.

*Student 2 final task.*

- 1 T Can you please use the words? *Utiliza Las palabras que están en el papelito...*  
Ok, are you in favor or against?
- 2 S XXX
- 3 T Against? Why?  
*Porque:: como dijo él, nos venden las bolsas para:: el medio ambiente pero*
- 4 S *aunque nos las vendan siempre va a haber algo que daña el medio ambiente XXX*  
*y los recursos naturales...*
- 5 T Ok, so you are against?
- 6 S Sí.  
*¿Qué otra razón podrías dar? ¿Recuerdas como decimos para dar la razón? (.2)*
- 7 T *La palabra que utilizamos, la frase que utilizamos para dar la razón (.5) ¿Cuáles son?*
- 8 S ((The student points out a word from the piece of paper))
- 9 T Or the reasons are... *Las razones son... ¿Cuál es otra razón?*
- 10 S ¡Ay! ya dije una.
- 11 T Otra, otra y ya.  
*Este, hmm:: otra de las razones sería que (.3) las personas no tienen conocimiento de lo que está pasando ahora mismo, o sea, el hecho no es*
- 12 S *solamente tirar la bolsa XXX o a veces la flojera que les da de tirar las bolsas en un cesto de basura...*
- 13 T Mhm...
- 14 S *...pero no ven que tanto como estando haciendo daño a las plantas, a nosotros mismos, y a ellos igual.*
- 15 T Ok, thank you!

## Transcript 3.

*Student 3 final task.*

- 1 T What do you think about the use of plastic bags?
- 2 S ¿Cómo?  
What do you think about the use of plastic bags? Are you in agreement,
- 3 T disagreement?
- 4 S *En desacuerdo.*
- 5 T *En desacuerdo, ¿Why?*
- 6 S *¿Por qué? Porque cuando...* ((the teacher interrupts))



- ¿Recuerdas cómo decimos “Porque” en la lista de...? (.2) Because
- 7 T mhm...
- 8 S ((The student repeats)) Because.
- 9 T *Bueno*, because...
- 10 S Because eh::: *el plástico*...
- 11 T Mhm... Plastic.
- 12 S Plastic. Because the plastic ... pollution the ocean...  
Pollutes the ocean, yeah! Mhm ¿Y qué más? What else? (.2) ¿Qué otra
- 13 T razón?
- 14 S Eh:: XXX y como tarda años en::
- 15 S2 *Descomponerse*.
- 16 S *En descomponerse, eh:: por eso aumenta más la contaminación*.
- 17 T Mhm... Ok.

Even though students struggled to produce ideas and state their points of view, these two answers showed learners' dubious general idea of the oral exposition text schematic structure. The learners' oral exposition texts missed some of the key features of the genre: a) examples and evidence provided to support the reasons, b) a conclusion or restatement of their opinion. Furthermore, most answers they provided were encouraged by the teacher to be answered, it means that the teacher needed to ask for more information to guide students to new responses; otherwise they would not have provided additional information by their own.

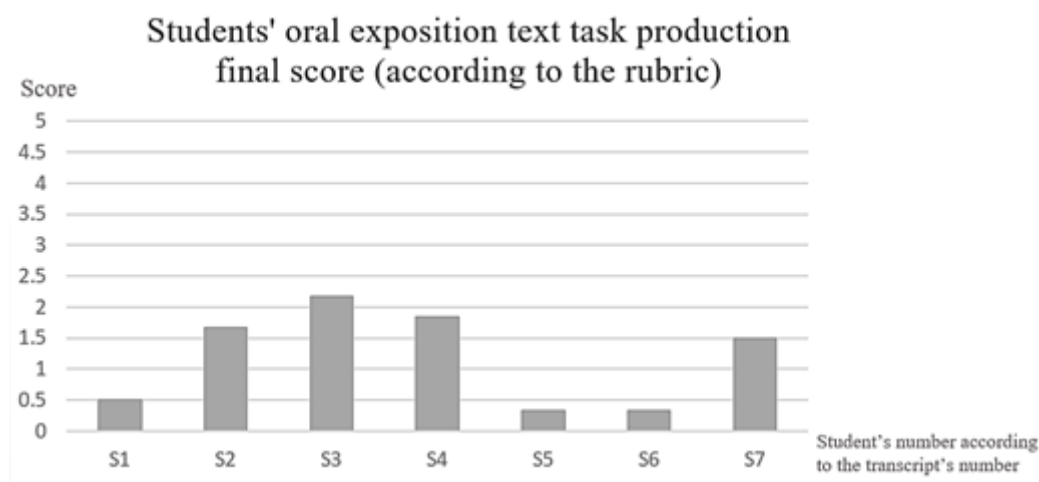
The third result identified in the production task corresponds to learners' limited lexico-grammatical knowledge of the genre in the target language. In other words, students' presented a restricted knowledge of vocabulary and its use regarding the exposition genre and the topic developed in class. This was evidenced in students' frequent use of their mother language when stating their position and providing reasons (we can see that almost all the reasons in transcripts 1, 2, and 3 were given in Spanish). And, although students

were previously provided with the necessary vocabulary to develop their oral exposition text and used some words/phrases for it, they seemed confused and reluctant to use them to state their opinions.

Additionally, not only were students' responses recorded and transcribed but also evaluated with a scoring rubric adapted from Rose & Martin (2009), comprising the most relevant criteria to take into account when checking learners' performance on a text genre. The adaptation of the rubric included aspects such as purpose, stages, field, tenor and mode values, and lexico-grammatical features of the oral exposition text genre (APPENDIX A). Thus, the analysis of the scores obtained in the rubric to evaluate the transcript of 7 students' answers (including the previous three transcripts exposed. APPENDIX C) helped us to verify and support the prior results, through the examination of key performance points of learners' oral production task. The following figure exposes learners' final score according to the rubric related to their oral exposition text performance:

**Figure 3.**

*Students' oral exposition text task production final score (according to the rubric).*



It is noticeable that students obtained varying scores, and the seven of them corresponded to low total average scores in contrast to the top, which is 5.0. Therefore, the graphic displaying learners' oral exposition text results indicate their low level of performance in oral exposition discourses in the target language. (APPENDIX D)

We can see that all of them fulfilled less than the half of the rubric criteria, and some of them did not even reach 1 whole point in their general score, demonstrating their less than basic, and almost deficient level of knowledge about the text genre, its use, purpose, structure, and so on. It makes evident learners' necessity of being taught about the oral exposition genre and purpose to persuade, and express opinions and points of view with valid arguments. Moreover, the lowest scores regarding the rubric specific criteria are in lexico-grammatical features in the target language, as well as in tenor and mode values. And although most answers were in Spanish, some of them lacked some relevant characteristics of the genre, which can be understood as learners' limited ability to perform oral exposition texts even in their mother language. (APPENDIX D)

#### **4.2. Text Genre Selection: Previous to the Design**

The previous diagnostic lesson and production task obtained from the students helped us decide on the main characteristics that a unit and a lesson design following the principles of R2L and FL should contain to meet the identified needs of 10th graders' oral exposition texts. As most constraints were found in learners' knowledge about the *text genre schematic structure, field, tenor and mode values, and lexico-grammatical features*, in order to design a R2L and FL unit, we have first to evaluate the text students will be exposed to.

According to Derewianka (1990), before taking texts to class previous analysis of the text needs to be done, and teachers should choose the text according to the unit or the topic they are currently working on. Generally, these aspects are determined by the existing syllabus which will tell the teacher the goals, objectives, language functions, and lexicogrammatical aspects to be developed at the current learners' level. That is to say, the text has an origin, and it complements what students have been working on, it has relation and congruence with the process, which means that it is not chosen randomly. In other words, the unit students may be working on sets the context, and such context is going to dictate certain parameters in case communication may take place. For the case of this study, the text used for planning the unit and the corresponding lesson was an exposition text related to animal protection. It is mandatory to analyze that the oral exposition text selected follows the main characteristic of the text genre, as shown in the following chart:

### Chart 1.

*Evaluating and selecting the text for unit and lesson design (adapted from Rose & Martin, 2008).*

<p><b>GENRE</b></p> <p><b><u>Context of culture</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Social Purpose:</b> <i>Intention of the text: explain, define, describe, entertain, defend, etc.</i></li> </ul> <p><i>The audio pretends to persuade people to protect and look after animals because they are getting extinct</i></p> <p><i>It responds to a real social problem. Video's main purpose is to provide reasons for the importance of protecting animals, discussing a worldwide problem that causes a negative impact on the environment.</i></p> <ul style="list-style-type: none"> <li>• <b>Schematic Structure:</b> <i>indicate the function of each stage/section of the text. This helps, sometimes, to define the genre of the text and sequence of stages. Indicate also macro theme and macro new (cf. working with discourse). Not all texts have a macro theme or macro new, especially short texts.</i></li> </ul> <p><b>Macro theme:</b> the importance of animal protection.</p> <p><b>Sub-themes:</b> animal extinction, fossils museum, sanctuaries/conservation</p>
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places.

#### Schematic structure of the video :

- **Welcome/Greeting**
- **Thesis statement.** Outline of reasons to protect animals (“*we protect animals because they’re... and also...*”).
- **The contrast** of REASONS AND FACTS for animal extinction (“*...but people haven’t always looked after animals...*”).
- **Reasons and examples/evidence** to support the contrast (*extinction of the exotic animals; description of a natural museum; the fossilized animals we can find and the reasons why they were extinct; examples of rare endangered animals nowadays, and reasons why they’re endangered; description of a sanctuary (possible solution to the main problem; evidence of exploitation of these animals).*
- **Reasons why** conservation places are important to wildlife.
- **Restatement, reinforcement of initial position:** concludes by suggesting conservation areas as good places for these animals.

#### Context of situation

(here we do not mention any of the specific linguistic choices that were made in the text)

#### FIELD VALUES:

Indicate the type of **activity** that is going on (e.g. instructing sb to do sth) and the **topic** (e.g., international examinations).

- *Animals, extinct animals, and endangered animals.*
- *Persuading people to take care of animals, (animals are beautiful, needed for the environment)*

#### TENOR VALUES:

Indicate the characteristics of the **relationship among participants** in terms of social distance, frequency of contact, power and status, age.

- *Speaker (formal, friendly addressing to the audience).*
- *(Concerned about the problem)*
- *Audience (academic group). Close relation with animals showing concern about the problem...*

#### MODE VALUES:

Indicate here the **channel** of communication (oral, written, multimodal) and the **manner** (spoken-like vs. written-like and all the grays in between) (e.g., face to face or mediated by technology, the possibility of feedback from interlocutors); how **constitutive or ancillary** is language in the situation.

- *A spoken-formal text, with a planned structure, used to provide reasons about a problem (Animals protection).*
- *Mediated by technology without immediate feedback from interlocutors.*

#### Register

(patterns,

Continuum between:

Congruent-metaphorical;  
technical-nontechnical, patterns  
of transitivity choices

Continuum between:

With or without  
appraisal; personal-  
impersonal; patterns in

Continuum between:

Patterns of thematic  
choices, lexical  
density, and choices

configurations or types of lexico-grammar choices that respond to each aspect in the context of situation)

- **Mental verbs:** e.g.: *Imagine, show.*
  - **Action verbs:** e.g.: *Die, kill, help, look after, destroy, explode, fossilized, teach.*
  - **Relational verbs:** e.g.: *Is (to be), there are, can.*
  - **Verbal :** 0
  - **Positive and negative polarity** in the ideas presented in the oral discourse of the video.
- mood and modality. This includes patterns of exchange structure in oral dialogic texts.
- **Dialogical formal text.** Use of a question to make the audience think about the topic.
  - **Appraisal:** *beautiful, amazing, etc.*
- of nominal groups, use of grammatical metaphor, and passivization.
- *The text follows the same thematic chain: animals (extinct and endangered animals...)*

**Lexico-grammar**  
(How meaning is realized in the text through specific choices. This belongs to the stratum of expression.)

#### EXPERIENTIAL CHOICES:

Transitivity choices (participants, processes, and circumstances), nominalization, passivization, lexis (chains, groups)

- *Passive voice*
- *Lexical chains related to animals, and places for animal conservation.*

#### INTERPERSONAL CHOICES:

Mood (clause type: declarative, imperative, interrogative); modality or modalisation; appraisal

- *Appraisal*
- *Interrogatives*

#### TEXTUAL CHOICES:

Theme-rheme: theme selection and their progression:

- *Lexical chains about Animals in danger, extinct animals.*
- *Anaphoric and cataphoric references about the themes.*

As seen in the chart, we evaluated whether or not the text related to animal protection followed the established aspects and stages for an exposition genre. We analyzed its field, tenor, and mode values, the text register, as well as its lexico-grammar (including experiential, interpersonal, and textual choices). And we concluded from the analysis that the oral text has an appropriate thematic and textual sequence to help learners develop oral exposition genres in the EFL class. First, the text is related to a common topic and a

universal problematic affecting pupils' context, which means that the text is not isolated from their reality. Second, the text presented included the most relevant aspect of an exposition text (themes, schematic structure, and context of situation values). Third, the register and lexico-grammatical aspects in the text are aligned to the exposition genre aspects. Thus, the oral text presented on a video related to animal protection worked to develop the R2L and FL unit and lesson for oral exposition texts.

#### 4.3. R2L and FL Unit Features

After selecting the text genre for the unit and lesson based on students syllabus, we designed the unit by pointing out the relying principles of the R2L and FL theories, and incorporating the main characteristics a unit based on R2L and flipped learning should contain in order to develop tenth-graders' capacity to produce oral exposition discourses in an EFL class. The following is the unit we designed for meeting students identified needs in the diagnostic lesson assessment:

#### Chart 2.

*R2L and FL unit design.*

UNIT: FLIPPING THE R2L CLASS TO ENGAGE LEARNERS IN ORAL EXPOSITION TEXTS			
Goal	Promote students' ability to produce spontaneous oral exposition texts.		
Dimensions of language	Objective	Suggested content	BLR
<i>Context of culture</i>	Recognizes the purpose and the importance of an oral exposition text	<ul style="list-style-type: none"> <li>The social context of exposition texts, and persuasive features in a statement of position.</li> </ul>	Recognizes general and specific information in

	in their social context. Identifies the schematic structure of an oral exposition text.	<ul style="list-style-type: none"> <li>• Introduction, arguments, conclusion (thesis statement, arguments, evidence, restatement, recommendations, etc.)</li> </ul>	oral opinion texts and discussions on topics of interest.
<i>Context of situation</i>	Ascertains the main topic, the type of activities and relationship among participants, and the channel to deliver a spoken-like exposition text (field, tenor, and mode values).	<ul style="list-style-type: none"> <li>• Register (relationship among participants, social distance and frequency of contact, power, and status, etc.)</li> <li>• Features and characteristics of spoken-like exposition texts (synchronism: face-to-face or mediated discourse; the possibility of feedback from interlocutors, turn-taking in the discourse, etc.)</li> </ul>	Expresses ideas presented in an oral text through the use of previous knowledge, interpretations, opinions, and arguments.
<i>Lexico-grammatical</i>	Identifies relevant features of the language used in oral exposition texts.	<ul style="list-style-type: none"> <li>• Experiential, interpersonal, and textual choices.</li> <li>• Vocabulary (words/phrases/expressions) to justify an opinion.</li> <li>• Sentence connectors.</li> </ul>	Responds to questions after an oral presentation on topics of interest.

Teaching points	R2L adapted stages
<ul style="list-style-type: none"> <li>✓ <b>Lexico-grammatical choices:</b> <ul style="list-style-type: none"> <li>• Topics of interest about problematic situations to express opinions (e.g. environment pollution, endangered animals, use of technology, etc.)</li> <li>• Expressions to justify a position; expressions to make an oral presentation; expressions to summarize ideas.</li> </ul> </li> <li>✓ <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Present and past tense.</li> <li>• Connectors to create cohesion and express cause and effect, e.g. because, therefore, for that reason, so, but, etc.</li> <li>• Action, saying, mental, thinking, modal and relating verbs, etc.</li> </ul> </li> <li>✓ <b>Pronunciation:</b> accurate pronunciation of connectors, words, and phrases for exposition texts. Intonation in oral presentations.</li> <li>✓ <b>Sociolinguistic/Intercultural:</b> respect for others' points of view/opinions; recommendations for problem solution; persuasive skills for oral exposition presentations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Preparing for listening: <ul style="list-style-type: none"> <li>• Background of topic</li> <li>• Explaining what the text is about</li> <li>• Step-by-step summary of the text content</li> <li>• Listening</li> </ul> </li> <li>✓ Detailed listening: <ul style="list-style-type: none"> <li>• Sentence by sentence summary</li> <li>• Identifying and elaborating keywords</li> <li>• Shared listening</li> <li>• Schematic structure of the oral text</li> </ul> </li> <li>✓ Joint re-telling</li> <li>✓ Joint construction</li> <li>✓ Independent construction</li> </ul>
Assessment moments	
Assessment moments will be based on <b>formative assessment</b> to help students learn, improve, and achieve goals during the process since the R2L unit development consists of the scaffolding to move students	



progressively during the learning process. It comprises the following aspects:

- Before the use of the R2L unit (to check learners' initial capacity of oral production).
- During the development of the R2L unit (to check learners' progress).
- After the development of the R2L unit (to check learners' final product and capacity of producing oral exposition texts).
- Learners' participation, creativity, critical thinking, etc., must be taken into account for assessment.

UNIT FLIPPED LEARNING FEATURES		
Objectives	Type of flipped learning	Tools
<ul style="list-style-type: none"> <li>• Recognizes the importance of 21<sup>st</sup>-century skills development.</li> <li>• Demonstrates awareness of flipped strategies benefits for inside and outside classroom activities.</li> <li>• Uses the flipped material and technological aids to practice content outside of the classroom.</li> <li>• Shows understanding of digital tools' implementation after receiving teacher's training and support.</li> <li>• Uses technological tools to design a mind map representing the oral exposition text structure using symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Standard/traditional Inverted Classroom</li> <li>• Discussion-Oriented Flipped Classroom</li> <li>• Demonstration-Focused Flipped Classroom</li> <li>• Faux-Flipped Classroom</li> <li>• Group-Based Flipped Classroom</li> <li>• Virtual Flipped Classroom</li> <li>• Flipping the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>✓ Hardware resources (PC, video-beam, speakers, smartphones, tablets, etc.)</li> <li>✓ Suggested software resources (programs or websites): <ul style="list-style-type: none"> <li>▪ YouTube</li> <li>▪ Edpuzzle</li> <li>▪ Microsoft PowerPoint</li> <li>▪ Canva</li> <li>▪ Mindmeister</li> <li>▪ Etc.</li> </ul> </li> </ul>

#### 4.3.1. Curriculum explanation and decisions for the unit design

The features selected for designing this unit were based on a text-based syllabus following the principles of R2L and flipped instruction. R2L, allowing a focus on communication and involving choices in cultural, situational, textual, and lexicogrammatical dimensions of language (Halliday & Matthiessen, 2004). Although students participate in the regular English class activities, most of the activities they are provided with consist of prefabricated patterns they have to use in oral activities in which no real communication took place. Therefore, the goal for this unit is to promote students' ability to produce spontaneous oral exposition texts, mediated through the use of technological aids when instruction is delivered. The main categories taken into account for designing the

unit were dimensions of language, objectives, suggested content, BLR (Basic Learning Rights), teaching points, and R2L adaptations. Plus, to offer more realistic and contextualized language uses, we integrated R2L principles as shown above as well as FL features.

This unit contains three main *Dimensions of language*: Context of culture, context of situation, and lexico-grammatical features, carefully chosen for addressing students' oral discourse needs regarding their limited knowledge of genre schematic structure, its purpose, and how language is used to accomplish its communicative goal. These dimensions will provide students with knowledge of the needed steps and phases an exposition genre follows for guiding students' oral responses to this discourse type. *Culture of situation* will help students understand how the language features of this type of genre are used in common situations of their context for expressing opinions and stating a point of view and taking a position towards a social issue, as well as the role language plays in it.

Furthermore, this unit is aligned with the national requirements for the teaching of English and English lessons-planning in the Colombian context. These documents released by MEN (National Ministry of Education) contain, in the case of the BLRs, all the knowledge and skills students should be granted to access at a determined level of education; and the content that MEN suggests for the different levels of formation in the country, in the case of the suggested curriculum. For this unit, the Basic Learning Rights indicate that at this level of education, 10th-grade students need to identify information in opinion texts, and express ideas, and arguments either written and orally.

For the suggested content, first, we have in the context of culture the role of persuasion in learners' daily life in their country and under the influence of their culture as

well as deepening into the structure of exposition texts (introduction, arguments, and conclusion); second, during the context of situation students will be engaged in finding the relationship among participants, their social distance, frequency of contact, power and status dealt with, in order to provide students with knowledge of the field, tenor and mode of communication needed to understand the oral genre type they will be part of; and finally for the lexico-grammatical dimension, the emphasis is on vocabulary and language choices made in the oral exposition discourse since we found students required specific details of language needed for organizing ideas within the chosen genre.

#### **4.3.2. *Objectives selected for the unit***

Each objective of the unit is aligned with the dimensions of language students should learn. For the context of culture students will recognize the text's purpose, as well as its structure and its importance in the social context. The objectives for the Context of situation are to allow students to select the language needed for explaining their oral exposition discourses, as we noticed in the diagnostic lesson students could not build sentences in this genre. It will help set the purpose, field (what the text is about), tenor (relationship amongst participants), and mode (the way language is used to render the text, as well as the main features of the spoken-like text). Finally, Lexico-grammar was chosen since we found students needed plenty of input for expressing their ideas in the target language with relevant features identified in the text. We chose to work with these as objectives because we feel the urge to start working in foreign language learning with alternatives that place a sense of language learning as a process that starts with a text and its social and contextual implications, rather than jumping into class explaining structural features of language that leave learners displaced, and sometimes, making their attention

and desire drift away. It means that the focus must be put on the text as the starting point of language learning.

#### **4.3.3. *Teaching points in the unit***

For the teaching points we have decided to have lexico-grammatical choices including topics of interest about problematic situations to express opinions. We decided to include this part in the cycle of R2L since students might need extra support on the way an argument and reasons are built. The interesting part of including problematic situations is to challenge learners to look for real questions and answers about possible real events, promoting not only their learning of a text genre but also their development of critical thinking about known topics. Then, content includes expressions to justify a position, expressions to make an oral presentation, expressions to summarize ideas, and more. Moreover, among the grammatical features immerse in this unit, we have the use of present and past tenses, as well all the different connectors that may be used at different stages of the text to make it more understandable and related to its purpose, such as those to express cause and effect (because, therefore, for that reason, so, but, etc.). Last but not less, pronunciation aspects are present in the *Detailed listening* stage (which is going to be explained in much detail in the lesson cycle adaptation) because the genre requires students to modulate and use an accurate intonation since this could affect the way the audience perceives their performance, besides the importance of pronouncing words correctly.

#### **4.3.4. *Unit flipped learning features***

We designed this instructional unit using flipped learning classroom strategies (derived from the flipped instruction approach) to help students recognize the value of the 21st-century skills in the modern world, as well as demonstrating their awareness of the

usefulness of this way of instruction inside and outside of the classroom. The objective of incorporating the flipping aspect was to promote the use of technological aids and design mediation tools to support students' language development to avoid memoristic approaches during oral composition texts from students. These mediation tools will serve to practice content outside the classroom since it is of vital for us to encourage the understanding of digital tools which will be the mean for learners to graphically represent the ideas of their oral exposition texts, using the schematic structure of the text and keywords rather than complete sentences that students will memorize and perform. For this instructional unit we have decided to implement traditional flipped, faux-flipped, and group-based flipped learning strategies to support pupils' learning process inside and outside of the classroom, on their own, and with teacher support, promoting their self-direction and autonomy, as well as collaborative learning in class. This is done so that students have better access to the instructions delivered, because if they have a clear understanding of it, then they will have a better chance to perform it successfully.

Moreover, this unit design includes a range of technological tools suggested to perform the activities during the R2L cycle development. For instance, in the diagnostic lesson, we used a video beam and a laptop to project the video and the text on the whiteboard so that students could have better access to it, and work collaboratively. A pair of speakers were also needed to listen to the video much better. Digital platforms such as YouTube are used in this unit to reproduce the video we present our students in the diagnostic lesson and the R2L and FL lesson development. During *Joint Construction* and *Independent Construction* stages (explained in the following section), for students to create their mind map we suggest online tools such as Canva, Microsoft PowerPoint,

MindMeister, etc. These are the most widely used tools and therefore we concluded they might be suitable for the student's needs identified for this instructional unit, yet it is key to remember that the election and use of the technological aids to deliver instruction and implement in class depend on learners' needs according to their context and the resources available for the class.

#### **4.4. R2L Cycle in the Lesson Design**

##### ***4.4.1. Lesson adaptations and activities proposed for meeting students language needs of exposition texts***


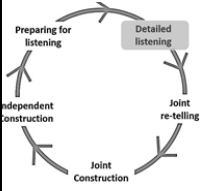
The following is the R2L lesson design based on several principles of the Genre-based approach and Systemic Functional Linguistic in which a text is the center of instruction for scaffolding students learning. Herazo (2012) asserts that when working with units based on different genres and types of texts, we must take into account that the goal sought to enable learners to be engaged in real-life conversations. Additionally, the activities presented in the unit and consequently in the lesson should help to make meaning to learn and add a result of learning for students. The following chart corresponds to the R2L and FL lesson with the oral cycle stages implementation:

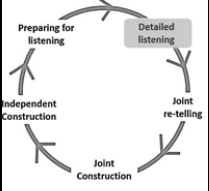
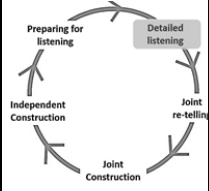
#### **Chart 3.**

*R2L and FL lesson design with oral cycle adapted stages.*


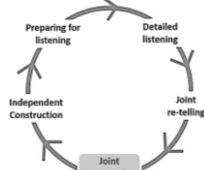
#### **FLIPPING THE R2L CLASS TO ENGAGE LEARNERS IN ORAL EXPOSITION TEXTS R2L ADAPTED ORAL CYCLE - LESSON PLAN**

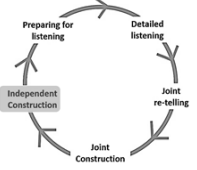
**TEACHER:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_  
**GRADE:** \_\_\_\_\_ **HOURS/WEEK:** \_\_\_\_\_ **TIME:** \_\_\_\_\_  
**LESSON DATE:** \_\_\_\_\_

ADAPTED STAGES	STRATEGIES	INSTRUCTIONAL ACTIVITIES	TYPE OF FLIPPED, TOOLS & MATERIALS
<b>PREPARING FOR LISTENING</b>  	<b>Background of topic</b>	Students will see a video of extinct/endangered animals, but first, the teacher will prepare them by showing them pictures, asking questions, and eliciting examples of the problem why do we protect animals?, etc. ( <i>What animals do you recognize in the picture? Do you see these animals? Where do you see them? Where are they from? Are they extinct? Etc.</i> )	Pictures Flashcards Slides
	<b>Explaining what the text is about</b>	The teacher briefly tells students what the text is about. For example: <i>This text deals with the question of why do we protect animals? The person gives reasons for protecting animals...</i>	Conferencing
	<b>Step-by-step summary of text content</b>	The teacher explains, in a language students can understand, what the text says step by step. Here the teacher explains concepts and metaphors that can be useful for understanding the text. For example: <i>In this video, you will see a woman talking about animals. She gives reasons of why we should take care of animals, their importance for the environment [...] She also gives examples of extinct animals (animals that disappear, for example, the dodo and the quagga) [...] She gives examples of museums and conservations places (a place where animals are protected) [...]</i>	
	<b>Listening and watching the video</b>	Students watch the following video before coming to class, they access the following link so they watch the video to discuss it in class. <a href="https://www.youtube.com/watch?v=41LuFdQtzo4">https://www.youtube.com/watch?v=41LuFdQtzo4</a>  *Watching the video in advance allows students' self-direction and autonomy for content development.	Traditional flipped Learning.  Devices to watch the video.
<b>DETAILED LISTENING</b>  	<b>Sentence by sentence summary</b>	a. Students receive the audio transcript of the video.	Video Transcripts
	<b>Identifying (highlighting) and elaborating keywords</b>	b. The teacher explains, in a language students can understand, what the first sentence of the text says. For instance, <i>"Hello! I am Melanie. Welcome to today's big question. This week we're discussing animals and this week's big question is: Why do we protect animals?"</i>  c. The teacher presents students the first sentence and tells them that the first sentence generally introduces the topic to be developed throughout the text. ( <i>This sentence wants to introduce the topic and the focus of interest in the text: animals and their protection...</i> )  d. After listening to the summary of the sentence by the teacher, students identify and highlight	

		<p>keywords or groups of words in the transcript following cues provided by the teacher. (APPENDIX E)</p> <p>e. Then the teacher elaborates on the meaning and use of those words. For example:  <i>"Hello! I am Melanie. Welcome to today's <b>big question</b>. This week we're <b>discussing</b> animals and this week's big question is: Why do we <b>protect</b> animals?"</i></p> <p>f. Students will receive activities to get the meaning of the words. The teacher makes use of slide, flashcards, gestures, etc., as examples to illustrate the words better.  The teacher can follow an example of how to manage to explain that the expression <i>BIG QUESTION</i> means a great interrogation. The teacher can use some strategies to transmit meaning to students. (APPENDIX F)</p>	<p>Highlighters /Markers/ Pens.</p> <p>Slides Flashcards</p>
	<p><b>Shared listening</b></p>	<p>The teacher and students listen to the text together by watching the video again with subtitles in English. Students read aloud only the words or groups of words they highlighted whereas the teacher reads the rest.</p>	<p>Faux-flipped Learning.</p> <p>Devices to project the video and audio.</p>
	<p><b>Schematic structure of the oral text</b></p>	<p>Students are provided with the explanation of the schematic structure of an oral exposition text:</p> <p>a. Thesis statement (my position or opinion) of the topic. E.g.:</p> <ol style="list-style-type: none"> <li><i>I love animals because they are beautiful and important in our life.</i></li> <li><i>I disagree with the use of plastic because it is trash for the environment.</i></li> <li><i>Technology is important because it makes our life easier.</i></li> </ol> <p>The teacher explains what a thesis statement is, where is it usually stated. Using examples from the video, the teacher illustrates the thesis statement.</p> <p>b. Arguments: arguments are evidence to support my thesis statement, my opinion or position. E.g.:</p> <ol style="list-style-type: none"> <li><i>Because they are amazing.</i></li> <li><i>Animals are important for the environment.</i></li> <li><i>Technology is important for doing homework and meeting people.</i></li> </ol>	<p>Faux-flipped Learning.</p> <p>Devices to project the video and audio.</p>



	<p>Then, the teacher uses the video to ask students to identify the evidence the woman gives in the video about animals and why to protect them.</p> <p>c. Restatement: conclusion: I need to recommend something and show my position again. E. g.:</p> <ol style="list-style-type: none"> <li>1. Animals are important; we should take care of them and their habitats.</li> <li>2. Technology makes our lives easier as long as we use it appropriately.</li> </ol> <p>Students see the video again to identify the conclusion or restatement.</p>	
<p><b>JOINT RETELLING</b></p> 	<p>Students will use the concepts and metaphors used in the previous stage, detailed listening, for retelling the oral discourse presented in the video. The teacher along with students will use a mind map to symbolically illustrate the schematic structure of the exposition text and explain it orally with the teacher. (APPENDIX)</p> <p>*The election of materials can vary according to instructor's perception and resources available for class.</p>	<p>Supplies to design the mind map.</p> <p>Paper and pens/ markers.</p>
<p><b>JOINT CONSTRUCTION</b></p> 	<p>a. In small groups, students along with the teacher will use the same genre but different situations/topics in this stage. The teacher and students will create a new mind map (drawn on the board) to support their opinions about reasons to preserve iguanas (suggested topic) in their city/town.</p> <p>b. The teacher will direct groups to provide their ideas and illustrate them on the board mind map.</p> <p>c. After designing the mind map and practicing, some students will come to the board to retell the oral exposition text, expressing their opinions from the mind map they designed collaboratively.</p> <p>* Students can replicate the mind map designed in class with an online resource/software at home.</p>	<p>-Group-based flipped L.</p> <p>-Board</p> <p>-Markers</p>

<p style="text-align: center;"><b>INDEPENDENT CONSTRUCTION</b></p> 	<p>*Students will be free to choose a topic of interest to express their opinions about it.</p> <ol style="list-style-type: none"> <li>As students are going to design a mind map to illustrate the schematic structure of their new oral exposition text. They should watch a video receiving training on how to use the technological tool to design the mind map; the video depends on the chosen tool. (To see an example of how to use Microsoft PowerPoint to design min maps, check the following link; <a href="https://www.youtube.com/watch?v=cH2AAAnmlBhs">https://www.youtube.com/watch?v=cH2AAAnmlBhs</a>)</li> <li>Students use the mind map with the schematic structure of the oral text and draw ideas to talk about their position (thesis statement), arguments (evidence and examples), and restatement of their position (reinforcement or solutions).</li> <li>Students share with the class and the teacher their final product which consists of an oral exposition text regarding the topic they chose. Students must use the same genre schematic structure.</li> </ol>	<p>-Traditional flipped L.</p> <p>-Digital tool to design the mind map.</p> <p>-Devices to project students' mind map</p>
<b>Formative evaluation</b>		

*Preparing for Listening* is one of the adaptations made to the original phase of the cycle preparing for reading. As students will work with oral discourses, particularly explosion oral genres, listening constitutes an important component since they will see a model of oral text the teacher will ask them to perform. In this phase of the cycle, students are engaged in strategies to get background of the topic they will study, understand how exposition texts are built and will obtain a general overview of the intended cycle. This is done in order to activate their previous knowledge on the genre type, context, and culture used in used in the exposition oral text students will later participate in. Discourse activities and language activities in the lesson starts by the teacher presenting the class a video in

which a woman is talking about endangered species. As seen in the lesson, before presenting the text to the students some questions can help students and teachers interact about the type genre students will work that day. Flipped learning is crucial in this and the next stage of the cycle for interacting with the video and details in it. A video will model language and create context for students to understand how language is used for authentic communication.

In *Detailed Listening*, as seen in the lesson chart, the teacher explains explicitly what the text is about. He tells them it deals with animal protection. He does so in order to generate less semiotic pressure on students. By telling them what the text is about, students can then approach the text more confidently and therefore in a more beneficial way Rose & Martin (2013). Students then watch the video. The teacher presents students the first sentence telling them that the first sentence usually introduces the topic to be developed throughout the text sentence wants to introduce the topic and the focus of interest in the text: Animals and their protection. It can also be done with transcript of the video so students highlight ideas explained by the teachers or partners.

After listening to the summary of the sentence by the teacher, students identify and highlight keywords or groups of words following cues provided by the teacher. These clues can be examples, questions, meanings, etc. This is done so the teacher does not provide all the information for the student but as they seem to need support, the teacher can offer examples students can later use for expressing ideas. Then the teacher elaborates on the meaning and use of those words. The students will see flashcards as examples. The teacher makes uses of a slide to better illustrate these key terms he previously selected and planned for the students. Some words are easy to be explained with images and others require the

teacher to perform a mute demonstration; it depends on the teacher's personal way of addressing words in class. The teacher and students listen to the text together by watching the video again with subtitles in English. Students read aloud only the words or groups of words they highlighted whereas the teacher reads the rest. Following, the teacher presents students the schematic structure of the text and its different components (thesis statement, arguments, etc.). Students will use the concepts and metaphors used in *Detailed Listening* for retelling the oral discourse presented in the video.

For ***Joint retelling*** it is suggested that the teacher along with students will use a mind map to symbolically illustrate the schematic structure of the previous oral exposition text and explain it orally along with the teacher, it will prepare students for the demands of the following stages. (APPENDIX G). It is suggested to use graphic organizers with more symbols, key terms, and words, to encourage learners to be more spontaneous during the oral independent activity rather than writing whole sentences and memorizing them. This map can be a kind of flipped strategy to organize information of exposition text. Technology can also motivate students to think of the key words they can add to the PowerPoint map or c-map tool they are supposed to use to map out their discourse.

In ***Joint construction***, students will use same genre but a different topic to practice along with the teacher a similar exposition genre they studied in the previous stages. Students along with the teacher will use the mind map (drawn on the board) to support their opinions about reasons to preserve Iguanas in their city/town. The teacher will direct students to provide their ideas and illustrate them on the mind map. Some students will come to the board to express their opinions using the mind map they designed collaboratively about the same topic. Students will be free to choose a topic of interest to

express their opinions about it. The support of flipped learning might contribute to students' motivation to understand how the mind map might be designed online while connecting ideas with the teacher to practice the genre type.

Before moving to *Independent construction*, if necessary, students may work on explicit lexico-grammar exercises to strengthen the arguments and reasons they will later use to express their final oral exposition texts. It will work as extra support for students to understand grammar and vocabulary. It is suggested here in this part of the cycle since students have already understood context and culture of the genre they are participating in.

For the *Independent construction*, as students are going to design a mind map to illustrate the schematic structure of their oral exposition text, they should watch a video receiving training on how to use the technological tool to design the mind map since it is key to make sure that learners' have clear the procedures involved in the use of the digital tools. Students share with the class and the teacher their final product which consists of an oral exposition regarding the topic they chose. Students must use the same genre.

#### **4.5. Assessment within the R2L and FL Unit and Lesson**

As seen before, the unit and lesson follow a teaching sequence guided by the principles of R2L and FL. Students will study the dimensions of language and context in five phases: *Preparing for listening*, *Detailed listening*, *Joint retelling*, *Joint construction*, and *Independent construction*. Each phase contains some strategies and assessment moments based on formative assessment to help students learn, improve, and achieve goals throughout the process of learning and production of the oral exposition genre.

Since the R2L unit development consists of the scaffolding to move students progressively during the learning process, assessment here comprises the following

moments which will be held before the use of the R2L unit (to check learners' initial capacity of oral production); during the development of the R2L unit (to check learners' progress); and after the development of the R2L unit (to check learners' final product and capacity of producing oral exposition texts). Additionally, aspects such as learners' participation, creativity, critical thinking, and so forth, must be taken into account throughout the assessment process in the R2L and FL unit and lesson development.

During *Preparing for listening*, the teacher will monitor what students' knowledge is at the very start of the lesson, asking questions to see how much background of the topic they have at the moment to prepare for listening to the audio. In this stage teachers will contribute to students' process by making it easy for them to approach the text by soothing the semiotic load, providing students with all the information they need to know about the oral text they will listen to. During *Detailed listening* it is easier for the teacher to know what students know at the moment, this takes place when in highlighting the words on the text. Here it is easy for the teacher to identify those who struggle the most and those who can do better by themselves. For *Joint retelling* some aspects of *Detailed listening* are to be used, and this is a great opportunity to assess if such aspects contributing to retelling a text inspired in the original one used and learned. For *Joint construction*, the teacher can evidence how far and well students have gone with the process. Here, it is evidenced when students are to participate in the creation of a brand new text. Students' ability to formulate their opinion up to this point has been guided by the teacher's support. Finally, in *Independent construction*, students will display all the support they have received and the skills they have acquired to successfully and independently express an oral text of a similar genre they worked with. At this point, the rubric proposed will be an advantageous tool to

check students' final product, and notice their level of performance of oral exposition texts reached after the implementation of the R2L and FL unit and lesson.

## **5. DISCUSSION**

In this study, we designed an instructional unit and a lesson using R2L and FL looking forward to answering the questions regarding the main characteristics of an instructional Unit to develop tenth-graders' oral production of exposition texts, and the adaptations needed for integrating R2L and Flipped instruction to develop students' oral skills during exposition discourses. The unit and lesson were designed using the principles of the R2L approach; for instance, this pedagogy is based on texts and sees language as a meaning-making activity (Halliday & Hasan, 1989). These principles were used in our design since we identified that students were unable to express ideas during oral exposition texts. This occurred because sometimes non-realistic activities for authentic uses of the language can display in our classes without a given context. This finding reaffirms Bernstein's theory (1990) who explained that it is through mechanization that language is traditionally taught, and that is the way students are required to communicate ideas. We also found that students' ability to state their opinion about a certain topic and to defend a position using arguments was very low and limited. Therefore, it was evidenced that students could not find the lexico-grammatical resources needed to perform successfully on their oral discourse. Consequently, communication appeared not to be taking place since students seemed unable to make sense of language (Abbaszadeh, 2012. p3).

This study also unveiled that students required support to understand the schematic structure of the selected genre. We noticed that the Spanish participation students engaged in also lack of the main component an exposition genre should have. As shown in the results, students could not locate the needed vocabulary and often resort to the mother tongue in order to make sense of certain situations, convey messages, express opinions, and



make themselves understood. These results are consistent with those of Herazo's (2012) and Anaya & Pastrana's (2019) in which students displayed a lack of awareness and control over the genre proposed, which later proved to be crucial for learners' better performance. Thus, knowledge of particularities of the genre type students will build during oral activities will provide them with: a) needed language features for stating their positions, b) knowledge of the schematic structure of the genre, c) context of culture, and situation that will create the scenario for using the language to achieve communicative goals. (Halliday, 1993).

In this study's cycle adaptation, the process is mainly focused on oral production rather than writing production. Therefore, relying on Herazo et al. (2019), it goes from *Preparing for listening* all the way through, until an *Independent construction* of a speech related to the text. The cycle was adapted so students are provided with a schematic structure that will prepare them for its language demands. In the *Detailed listening* we sought students to better analyze aspects of the lexico-grammatical structure of the text since we believe that listening to details in the text could help achieve a better oral production further ahead. Following Chastain (1998, p. 330) who suggested that "speaking is a productive skill and it involves many components (...) it is more than making the right sounds, choosing the right words or getting the constructions grammatically correct", we perceived pertinent to engage students in a detailed listening stage since listening makes part of what makes speaking possible. This way, students will participate in oral activities previously scaffolded by the teacher through step by step guiding students to recognize important elements of exposition texts which will enable students to understand how this genre is built within a given context and situation.

In addition, the reading to learn cycle is supported by flipped learning classroom modes. The integration of flipped learning in the unit has two purposes: a) provide students with context and culture through real uses of the language used in authentic videos throughout the lesson; b) serve as mediation tools students can use to build knowledge of exposition tools to avoid memorization of dialogues or transcripts of students own conversations. Therefore, flipped learning consists of learners studying the theoretical concepts on their own through various tools and strategies provided by the teacher, mainly videos or podcasts, while class time is used to solve doubts related to the material provided (Bergmann & Sams, 2013/2014). In this inquiry, the use of flipped learning in the adapted cycle involved mediation tools such as videos from platforms to teach a lesson or to present a topic, as well as some slides to illustrate the text and meaning of unknown words. Those then, became highlighted keywords since they were the ones needed to make sense of the text as a whole.

Therefore, through the use of visual aids, instruction delivery, and content development becomes more interactive and communication is more likely to take place, just like Roehl (2013) stated, and aligns the R2L cycle development to the FL established goals. Besides, the use of technology helped students use keywords, graphic, or illustrations to organize their exposition ideas rather than memorize grammar and dialogues, which supports Berenguer's idea (2016) that putting into practice the pedagogical model through various means to solve issues related to the content studied can be useful, both in general and in particular. Bryant & Hunton's (2000) also support out decision when explaining that technology provides opportunities for teachers to meet the needs of students with various learning styles through the use of multiple media.

Additionally, students should know how to use the mediation tools at home so that they can perform activities adequately since the purpose of the flipped instruction is for students to become active members of the learning process; that reason led us to include learners' preparation for technological demands in the cycle activities which, keeping the process parallel to FL perceptions according to Milman, N. (2012), and Kim et al. (2014) considering that pupils' need to get first acquainted with the tools and procedures so that they can properly use and perform them.

All in all, this pedagogical design will possibly serve as an aid for those interested in teaching through technology that seemed so unimportant a while ago and now is the basis of a huge part of human interaction. This instructional unit and the lesson will provide the teachers with the material needed for their students to recognize text genre knowledge as a relevant goal of their second language learning process. Yet, there are still many roads to explore in the field, henceforth, we present some suggestions for further research and researchers to keep thinking of new ways of making education interesting and goal-oriented. First, it is necessary a lot more research in the use of ICTs and other technological devices, as well as their integration to new methodologies in language teaching. Second, for the application of the R2L cycle adaptation, we suggest that the stages are met thoroughly so every stage's goal is met and therefore the expected final product can be yielded. We would like to encourage more researchers to investigate in this field since the times demand new ways to educate a new generation of learners and as teachers. In this sense, we need to keep up with the newest developments as our students do. Education is constantly changing as well as students' orientations, needs, and likes change fast. Thus, multimodality and technology is a key for our R2L lessons.

Third, more research then needs to be conducted regarding the text genres syllabus design, and new genres need to be explored and implemented in class according to students' level of performance. If there is some interest in researching about designing the material, future researchers should take that into account to teach a second language. We strongly suggest that it should be taught based on text and its background, rather than just jumping right into explanations about grammar, repetitions, and drills that would hardly take place in real-life. That is why we consider that instruction for second language acquisition should be offered in a way that allows the learner to experience language learning in situations that will surely replicate in real-life; instruction should encourage more learning of language in context rather than base teaching on patterns of language and vocabulary in isolation.

Finally, we also suggest for the Colombian case of schoolbooks and curriculum design to include more text-based units and stages to promote written and oral communication. It is time for students in the country to finish school closer to the standards the state has established regarding language learning, and we believe this can be achieved if the focus of instruction stops being grammatical rules and structures, it is essential for the process but does not constitute the whole. It is time for the standards to be met, and for learners to be at the level the Colombian standards stipulate. Nonetheless, if the lesson curricula revolved around texts, it would be mandatory that teachers who opt to follow text-based units know the discourse genre they will take to class in order to expand students meaning making potential in oral discourses.

## **6. CONCLUSIONS**

With this study, we strove to create an instructional unit employing R2L and the help of technological tools to engage tenth-grade students from a public school in Montería in oral exposition genres. After analyzing the data collected during the diagnostic phase we concluded that the design to be implemented for this unit needed to follow the parameters stipulated by R2L, the adaptations suggested for the cycle to promote oral interaction and the incorporation of Flip instruction would be the ones in charge to lead students to engage in oral exposition texts, give their opinions and defend their ideas.

We also concluded that students demonstrated little knowledge about the use of the schematic structure of the genre and had little lexico-grammatical resources to face the demands of the genre. Additionally, we found this instructional unit and lesson to be timely and appropriate considering the incredibly fast-changing world we live in today and the importance that technology and social interaction have acquired. The EFL classroom makes part of evolution as well. This study sheds light on the existing gap of knowledge pertaining to the design and implementation of R2L and Flipped instruction to prompt the participation of oral exposition texts in tenth-graders.

Within the limitations we were able to identify we found that this instructional unit may not be replicable in different contexts since it, itself, may present variations and the same happens with the genre, this instructional unit focuses on the schematics this particular genre poses and then may not be compatible with different genres. Finally, this study rendered an instructional unit and lesson following the principles of R2L and Flip instruction to promote interaction through oral exposition text.

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## APPENDIX A

*Rubric adapted from Rose & Martin (2009) to assess learners' capacity of producing oral exposition texts.*



### ASSESSMENT RUBRIC: FLIPPING THE R2L CLASS TO ENGAGE LEARNERS IN ORAL EXPOSITION TEXTS

**STUDENT:** \_\_\_\_\_

**EVALUATORS:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Criteria	Scores 1-5	Comments
<b>a. Purpose:</b> Students argue or persuade an audience for or against the use of plastic (suggested topic) and its effects on the environment. The students develop ideas with supporting details to present a logical argument.		
<b>b. Stages:</b> Uses stages such as Introduction, Supporting arguments, and conclusion. <b>Introduction:</b> The student introduces the topic or starts with the main issue (use of plastic) indicating his positive (for) or negative (against) position towards it. It contains the thesis statement. <b>Supporting arguments:</b> The student explains the opinions or perspectives regarding the use of plastic products and its effects in the environment in a logical and coherent sequence, including evidence and providing facts or information to support their point. Each argument is elaborated and explained in detail adding justification of position. <b>Conclusion:</b> The student restates his / her position and reinforces his opinion with recommendations.		
<b>c. Field:</b> How well does the student understands and explains the field (the use of plastic)? The speaker understands the field of the topic/situation and expresses agreement/disagreement with it.		
<b>d. Tenor:</b> How well does the student direct their classmates to his / her oral exposition text? ( <i>Formal and academic register</i> ). The student demonstrates concern about the problem and indicates the relationship between participants in the problem, as well as engaging the audience with his opinions and arguments about his position towards the use of plastic.		

<p><b>e. Mode:</b> The student performs an oral spontaneous text intended to persuade others about their opinions regarding the use of plastic, based on evidence/reasons.</p> <p>The student uses academic terms (<i>oral language resources that characterize exposition texts</i>) to approach the audience and state their position about the topic.</p>		
<p><b>f. Lexico-grammatical features:</b> The student uses appropriate grammar according to the genre:</p> <ul style="list-style-type: none"> <li>• Language of opinion, sequence, modality, cause/effect (<i>I agree/disagree, I'm in agreement/disagreement, first, finally, for that reason, etc.</i>).</li> <li>• Action verbs, relating verbs, thinking verbs, and modal verbs.</li> <li>• Simple present and past tense.</li> <li>• Vocabulary related to the topic (<i>environment, pollution, effects of plastic, etc.</i>).</li> <li>• Conjunctions and connectives (<i>because, so, but, etc.</i>).</li> </ul>		
<b>Total</b>		



## APPENDIX B

*Diagnostic lesson plan to meet students' initial capacity of producing oral exposition genres.*

**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés**  
**LESSON PLAN, DIAGNOSTIC – TRABAJO DE GRADO (TESIS)**

**STUDENT TEACHER:** Reinel Oyola – Josué Ortega      **SCHOOL:** I. E. Alfonso Spath Spath  
**GRADE:** 10<sup>th</sup>    **HOURS/WEEK:** 1h    **LESSON DATE:** March 6<sup>th</sup> 2020    **TIME:** 1h

<p><b>Purpose:</b></p> <p>Identify students' oral competence to justify their position / opinions about the use of plastic.</p>	<p><b>Lesson Teaching Points</b></p> <ul style="list-style-type: none"> <li>• Justification for opinions about the use of plastic.</li> <li>• Effects of plastic in humans and animals.</li> <li>• Stages, field, tenor and mode of an oral exposition text about the use of plastic.</li> </ul>
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## INSTRUCTIONAL ACTIVITIES

<p><b>Warm-up (Hook)</b></p> <ul style="list-style-type: none"> <li>After watching a video, in groups of 5 or 6 students, they will discuss aspects such as effects of plastic in animals, humans and the environment.</li> <li><b>What are the effects of plastic in humans, and animals?</b> Students write key words and use dictionaries to answer the question.</li> <li>The teacher monitors and support students with ideas and vocabulary.</li> </ul> <p>VIDEO:  <a href="https://www.youtube.com/watch?v=HQTUWK7CM-Y">https://www.youtube.com/watch?v=HQTUWK7CM-Y</a></p>	<p><b>Resources/Materials</b></p> <p>Technological resources: video beam, PC.          Notebook, pen          Dictionaries</p>	<p><b>Time</b></p> <p><b>15 mins</b></p>
<p><b>Core activity (Reading)</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>What is plastic pollution?</b></p> <p>Plastic is a very useful material. It can be molded into lots of different shapes. Plastic can be thin and transparent or thick and opaque. It is also very durable.</p> <p>It is this durability that makes many plastics difficult to recycle. Plastic can take hundreds of years to biodegrade. It is placed in the landfill to biodegrade, but a lot of plastic ends up in rivers, lakes, and oceans.</p> </div> <ul style="list-style-type: none"> <li>Students will read a piece of text. After reading it, they will identify what is the text about.</li> <li>They will also highlight the most important phrases about positive or negative effects of plastic.</li> </ul>	<p>Pieces of paper with the short texts.          Board          Markers</p>	<p><b>20 mins</b></p>

<ul style="list-style-type: none"> <li>Divide the board into two sides, students will use markers to write positive and negative sides about the use of plastic.</li> </ul>		
<p><b>Closure (Giving opinions about the use of plastic bags)</b></p> <ul style="list-style-type: none"> <li>Students will work in groups of 4 to defend you point of view about the use of plastic bags.</li> <li>What is your opinion about plastic bags? Do you agree or disagree?</li> <li>They will be supported with some words and phrases to use in their oral discourse.</li> </ul> <p><b><u>Words and phrases to justify your opinion...</u></b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #a0c0ff; border-radius: 50%; padding: 10px; text-align: center;"> <ul style="list-style-type: none"> <li>I agree / disagree because...</li> <li>I'm in agreement / disagreement...</li> <li>I am in favor...</li> <li>I am against...</li> </ul> </div> <div style="background-color: #a0ffa0; border-radius: 50%; padding: 10px; text-align: center;"> <ul style="list-style-type: none"> <li>But</li> <li>For example...</li> <li>The result is...</li> <li>The reasons are...</li> </ul> </div> </div> <p>*7 students will be selected to describe their positions and justify their points of view. Teachers record the presentations.</p>	<p>Pieces of paper with supporting words and phrases.</p> <p>Recording devices.</p>	<p><b>25 mins</b></p>

**ASSESSMENT:**

- Participation, completion of the activities, and students' final product.
- Formal assessment of the recorded presentations through a scoring rubric.

## APPENDIX C

*Additional transcript of students' answers in the final oral production task (theses transcripts along with the three ones shown in the FINDINGS section were analyzed to conclude learners' level of performance in oral exposition discourses).*

### Transcript 4.

*Student 4 final task.*

- 1 T *A ver, Maryois. What do you think about the use of plastic bags? Are you in favor or against? (.5) In favor or against?*
- 2 S *((The student uses her thumb to express disagreement))*
- 3 T *Against? Ok.*
- 4 S *Porque cuando arrojan plástico al mar lo están contaminando.*
- 5 T *Mhm... A ver, ¿qué otra razón?*
- 6 S *Ehh::: que, pues, no debemos de contaminar el agua porque es un recurso que lo necesitamos XXX.*
- 7 T *Mhm... Great! Excellent!*

### Transcript 5.

*Student 5 final task.*

- 1 T1 *What is your opinion about the use of plastic bags?*
- 2 S1 *((The student makes a gesture of not being willing to answer))*
- 3 T1 *Si respondiste ahorita. The use of plastic bags, are you in agreement or disagreement?*
- 4 T2 *Cuando tú vas al Ara, ¿tú compras la bolsa?*
- 5 S2 *No.*
- 6 T2 *¿No? ¿Por qué?*
- 7 S2 *Porque te las regalan...*
- 8 T2 *XXX ¡Silencio por favor! En los supermercados no te las regalan, te las venden, ¿por qué?*
- 9 S3 *Para cuidar el planeta.*

- 10 T2 *Por eso mismo, para cuidar el planeta...*
- 11 S1 *Y para dar un impuesto más.*
- 12 T1 *¿Un impuesto? Y ajá, ¿por qué crees que cobran ese impuesto?*
- 13 S2 *XXX*
- 14 S1 *Para que le dé más plata.*
- 15 T1 *¿Para que le den más plata? Bueno pero entonces, en cuanto al uso de bolsas plásticas, ¿estás de acuerdo o desacuerdo?*
- 16 S1 *De acuerdo.*
- 17 T1 *¿Estás de acuerdo? ¿Por qué?*
- 18 S1 *Porque están reutilizándolas.*
- 19 T1 *¿Se están reutilizando? O sea, que estás de acuerdo. ¿Qué otra razón podrías dar?*
- 20 S1 *Ya no tengo.*
- 21 T1 *¿Sólo una? Ok.*

#### **Transcript 6.**

*Student 6 final task.*

- 1 T What's your name?
- 2 S XXX
- 3 T Kenner? Kenner what do you think about the use of plastic bags?
- 4 S *De acuerdo.*
- 5 T *¿Estás de acuerdo (.2) o en desacuerdo?*
- 6 S *De acuerdo.*
- 7 T *¿De acuerdo? Ok. ¿Por qué?*
- 8 S *Porque ay, ¿dónde voy a dejar las vainas?*
- 9 T *¿Dónde vas a cargar las cosas? Bueno si es un buen punto también. A ver, ¿qué otra razón? ¿Por qué estás de acuerdo?*
- 10 S (.3) *Ah eso se recicla y ya.*  
*Porque se recicla y listo, ¿Sí? ¿Sí recuerdas lo que vimos en el texto? la*
- 11 T *durability? ¿Será que se puede reciclar tan fácil?*
- 12 S *No.*
- 13 T *¿No? Pero entonces, ¿sigues estando de acuerdo?*
- 14 S *Sí.*
- 15 T *¿Sí? ¿Por qué?*

16 S *Porque aja, ¿dónde voy dejar las vainas?*

17 T Ah:: Ok. ((they both laugh))

### Transcript 7.

*Student 7 final task.*

1 T What do you think about the use of plastic bags? Are you in agreement? Disagreement? (.5) In Spanish, *¿de acuerdo o en desacuerdo?*

2 S *Desacuerdo.*

3 T Why? *Tú lo mencionaste, ¿recuerdas?*

4 S *Porque tiran la basura a los océanos y muchos animales se alimentan de ello.*

5 T Mhm...

6 S *XXX Del plástico...*

7 T Mhm... *¿Qué otra razón podrías dar?*

8 S Ah:: *los animales encuentran eso y se lo dan a sus crías y muchos mueren a causa de eso.*

9 T *¿Qué fue lo que dijiste del video, recuerdas?*

10 S *Ehh:: por causa de la contaminación en los mares hay zonas muertas.*

11 T Mhm... Ok, right! Good point!

## APPENDIX D

*Chart displaying the tabulation of learners' final oral production task scores according to the adapted rubric (this chart contains the results students obtained in terms of the specific criteria of the rubric, as well as the total average score of their oral exposition text).*

Criteria/score(1-5)	S1	S2	S3	S4	S5	S6	S7
<i>a. purpose</i>	1	2	2	2	0	1	2
<i>b. stages</i>	1	2	2	2	1	1	2
<i>c. field</i>	1	2	2	2	1	0	2
<i>d. tenor</i>	0	2	3	3	0	0	2
<i>e. mode</i>	0	2	2	2	0	0	1
<i>f. lexico-grammar</i>	0	0	2	0	0	0	0
<i>Total average score</i>	0.50	1.67	2.17	1.83	0.33	0.33	1.50

## APPENDIX E

*Video transcript with highlighted words to develop learners' comprehension of the oral exposition discourse about animal protection.*

### **VIDEO TRANSCRIPT: WHY DO WE PROTECT ANIMALS?**

Hello! I am Melanie. Welcome to today's **big question**. This week we're **discussing** animals and this week's big question is: Why do we **protect** animals?

We protect animals because they're **amazing** and **beautiful** but also because they're important to the **environment** and the **food chain**. But people haven't always **looked after** animals, they've **hunted** them and **destroyed** their **habitat**. This means that many animals are now **extinct**.

Look at these creatures: this one here is called the **dodo**. Dodos have been **extinct** for over **four hundred** years. The animal here on the **left** is a **quagga**, it was similar to a **zebra** but it has been extinct for around **one hundred and fifty years**. When animals are extinct they're gone forever, so the only places we can see these animals now are in **museums**.

This is the Museum of Natural History in Oxford, people come here to **learn** about animals that existed a long time ago. At the museum, you can see the **fossilized bones and footprints** of extinct animals. Scientists have created models too. These show us what the animals looked like before they died up. It is very interesting to imagine these animals alive but it's sad that many have been hunted, or **killed**, or have their habitats **destroyed**.

And, did you know that many animals are **rare** and **endangered** today? Look at this tiger, it is beautiful, isn't it? But sadly, tigers have been unfairly **exploited** for their **bones** and **fur**. Today there are many left in the wild but some people are trying to **help** animals, like tigers, and today there are **sanctuaries** where endangered animals can live.

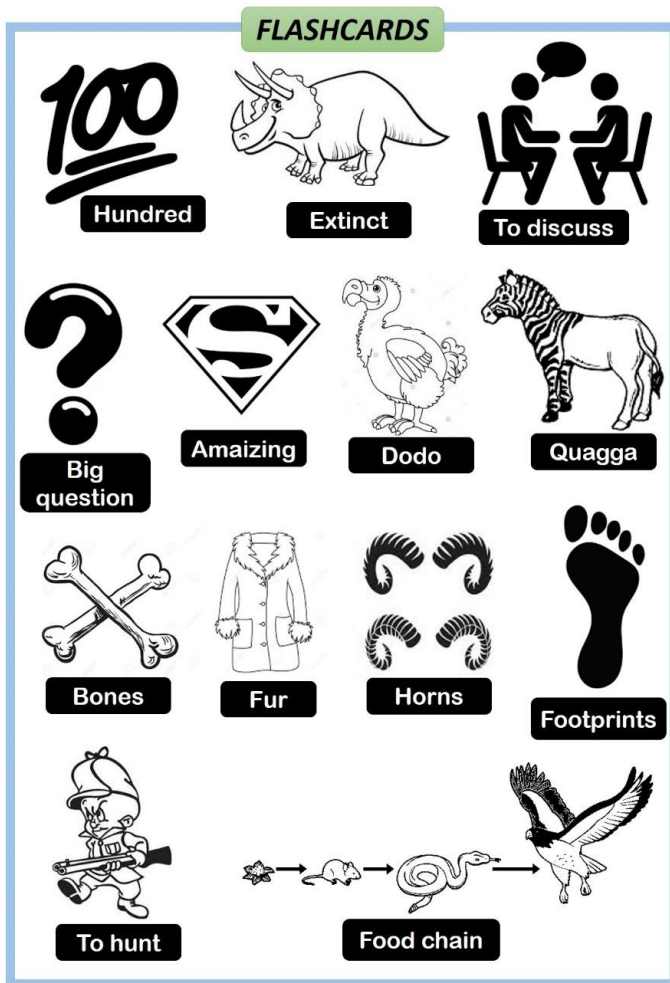
This is Marwell Wildlife, a charity that has been helping endangered animals for over forty years, it is in England but the animals here come from all over the world.

This is the giraffe's zebra, it comes from Kenya and Ethiopia, and it is the most **endangered species** of zebra in the world. This is a scimitar **oryx**, it is completely extinct in the wild because they were hunted for their **horns** and their **meat**. Today, they only live in conservation areas like this. **Conservation areas** like Marwell are great because they teach us to take care of the beautiful animals we share the planet with.

Retrieved from: <https://www.youtube.com/watch?v=41LuFdQtzo4>

## APPENDIX F

*Activities/strategies to explain students the meaning of the words highlighted. The teacher can explain learners the meaning of the words highlighted in the transcript by showing some flashcards, giving the options with some synonyms and antonyms of the words so that they can guess the correct one, or using gestures of miming the words represented in actions. Here are some examples of the suggested strategies:*



**Give students options so that they choose the correct one related to the word.**

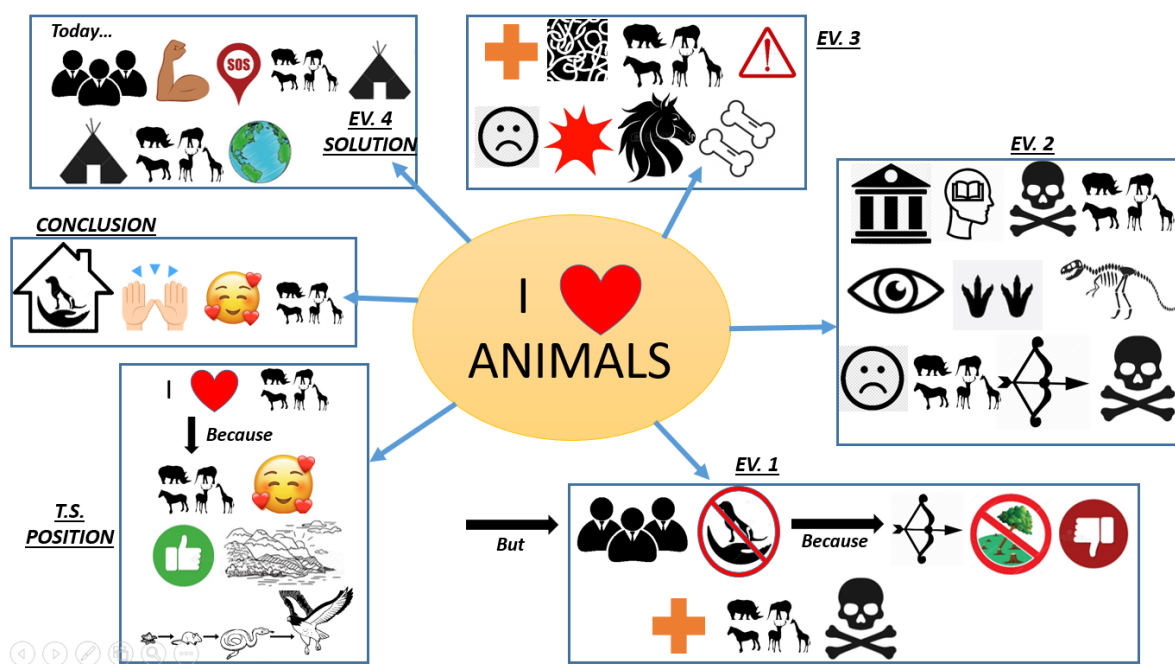


**Use gestures or mime the actions so that learners can guess the meaning of the words represented.**



## APPENDIX G

*Mind map suggested design with the main ideas, arguments, evidences, examples, and conclusion of the oral discourse presented in the video about animal protection.*



Ps. remember that the mind map design can be adapted according to the topics developed in the R2L and FL unit and lesson, and the suggested technological tools can vary depending on the resources available in class and students context.